



DIOCESE OF
Bath & Wells

Living the story. Telling the story.

Chaplaincy in Education

spiritual and pastoral care for all



Neil Wylie and students
Nailsea School Chaplaincy

be part of the story...

www.bathandwells.org.uk/chaplaincy

*'The chaplain is there to listen
and care, to pray for and bless
the school.'*

Year 7 student

Forward: Toolkit for chaplaincy in education

Thank you for your interest in chaplaincy in education.

There are currently over 300 chaplains, serving in 160 chaplaincies across the Diocese of Bath and Wells. Schools and other organisations are continuing to join the fast-growing network and this Somerset picture is echoed in many other parts of the country.

I hope that this toolkit helps you to answer some of your questions:

- How does chaplaincy work in a school or college?
- How can we develop a new chaplaincy?
- How do I become a chaplain?
- Can a lay person be a chaplain? (brief answer, 'Yes.')
- Can community schools have chaplains? (brief answer, 'Yes.')

In order to establish a new chaplaincy the following will need to be agreed:

- the vision and job description;
- the funding;
- the training, support and line management.

I am very happy to come and meet with staff, students, governors, trustees or anyone else to help facilitate discussions. If you have any additional questions or would like help setting up a chaplaincy in your college, school or Multi Academy Trust (MAT), please let me know.

This toolkit has been developed and written within the Diocese of Bath and Wells and the ecumenical chaplaincy network in Somerset. Those based beyond the borders of Somerset are also welcome to use the toolkit and I hope that you will find it helpful.



Revd Mike Haslam MA
Chaplaincy Adviser, Diocese of Bath and Wells
mike.haslam@bathwells.anglican.org
07530 677493 |  @revmikehaslam
www.bathandwells.org.uk/chaplaincy

Contents

Page 2:	Forward
Page 3:	Contents
Page 4:	Vision for chaplaincy in education
Page 5:	Chaplaincy qualities
Page 6:	Elements of a job description in a mind map
Page 7:	Elements of a job description in words
Page 8:	'Signs of hope, chaplaincy stories' by Gwen Kearley
Page 10:	Funding and partnership
Page 11:	Chaplaincy and the local church
Page 12:	Formation and training
Page 13:	Discerning impact
Page 15:	10 steps to set up a chaplaincy
Page 16:	Closing reflections and prayer



Training a new team of pupil chaplains,
with the school chaplain
at St Andrew's Church Primary School, Taunton.

From a student to a chaplain

I want to thank you for helping me through some really tough times at school - it certainly was not easy but I have pulled through and can say with pride that I have really grown into myself. Just wanted to let you know that you really helped with that, talking to people is key when one is in a place of sadness and that is what I am now making my mission to show everybody! All I can say is that my future looks great and it once looked bleak - all made more hopeful by you having listened and understanding me. Thank you once again for this check in and all you have done for me and so many.

Student at Huish Episcopi Academy, Langport

Vision for Chaplaincy | life in all its fullness...

There are many ways of articulating a vision for chaplaincy in education. Some of them are below. These are further developed on page 5.

- The chaplain is there to listen, care, pray for and bless the school. (Yr 7 student)
- The chaplain is distinctively Christian and utterly inclusive, working with people of all faiths, contexts, cultures and spiritualities.
- The chaplain offers spiritual and pastoral care for all and lives and shares 'life in all its fullness' with schools and colleges.
- The chaplain can be seen as the 'public face of God' in the school.
- The chaplain shares the life of the community; the chaplain is a member of the team, rather than a visitor.

However, what matters most is your vision for chaplaincy in your college, school or MAT. Out of your vision will come the job description. Your vision will also help you identify and source the resources, whether financial to pay a Chaplain, or gifts of volunteer time, or a combination of both.

'Patrick has contributed so much to our community as a non-church school. I suspect that there have been benefits for us that we had perhaps not expected. Patrick has earned huge respect in our community and has added a calming and reflective element to our culture, which is noticeable on the days when he is with us.'

Karen Canham, Head Teacher



(Above) Pupil Chaplains at Backwell Junior School.

(Below) Patrick Weld, Chaplain at Danesfield and Haygrove Schools and Great Wood Camp. The only 'concerns' from the schools that Patrick serves is that he isn't full time in each of them!



Chaplaincy qualities; living the vision

Missional: Chaplaincy is a missional ministry, joining in the presence of God in our schools and being there with people. Rather than seeking to draw young people into church, educational chaplaincy goes out to meet them in school, offering spiritual and pastoral care and living and telling the story of God's love.

Distinctive and Inclusive: Christian chaplains are clear and distinctive about what they believe and utterly inclusive in their welcome of everyone of all beliefs, contexts, cultures and spiritualities. Following the example of Jesus, a chaplain meets and welcomes people where they are, accepting them unconditionally. A chaplain can prompt and respond to questions of faith, and there are many wonderful opportunities for discussion and discipleship.

Pastoral, Spiritual, Prophetic: A chaplain is there to offer practical and pastoral compassion. A chaplain is one of the few people in the school with an explicitly spiritual leadership role. A chaplain is present at punctuation marks in the life of the schools, the beginnings and endings, celebrations and tragedies; and will listen, care and pray through such times and in ordinary times as well. A chaplain has a prophetic role to help the school live out its ethos and values.

Listening: A chaplain goes into schools first and foremost to meet people where they are, to listen and to develop trusting relationships; speaking comes second.

Collaborative: At its best, chaplaincy is a collaborative partnership between the school or college and the local church. Out of this partnership, the creation and nurturing of a chaplaincy team is an important element of chaplaincy.

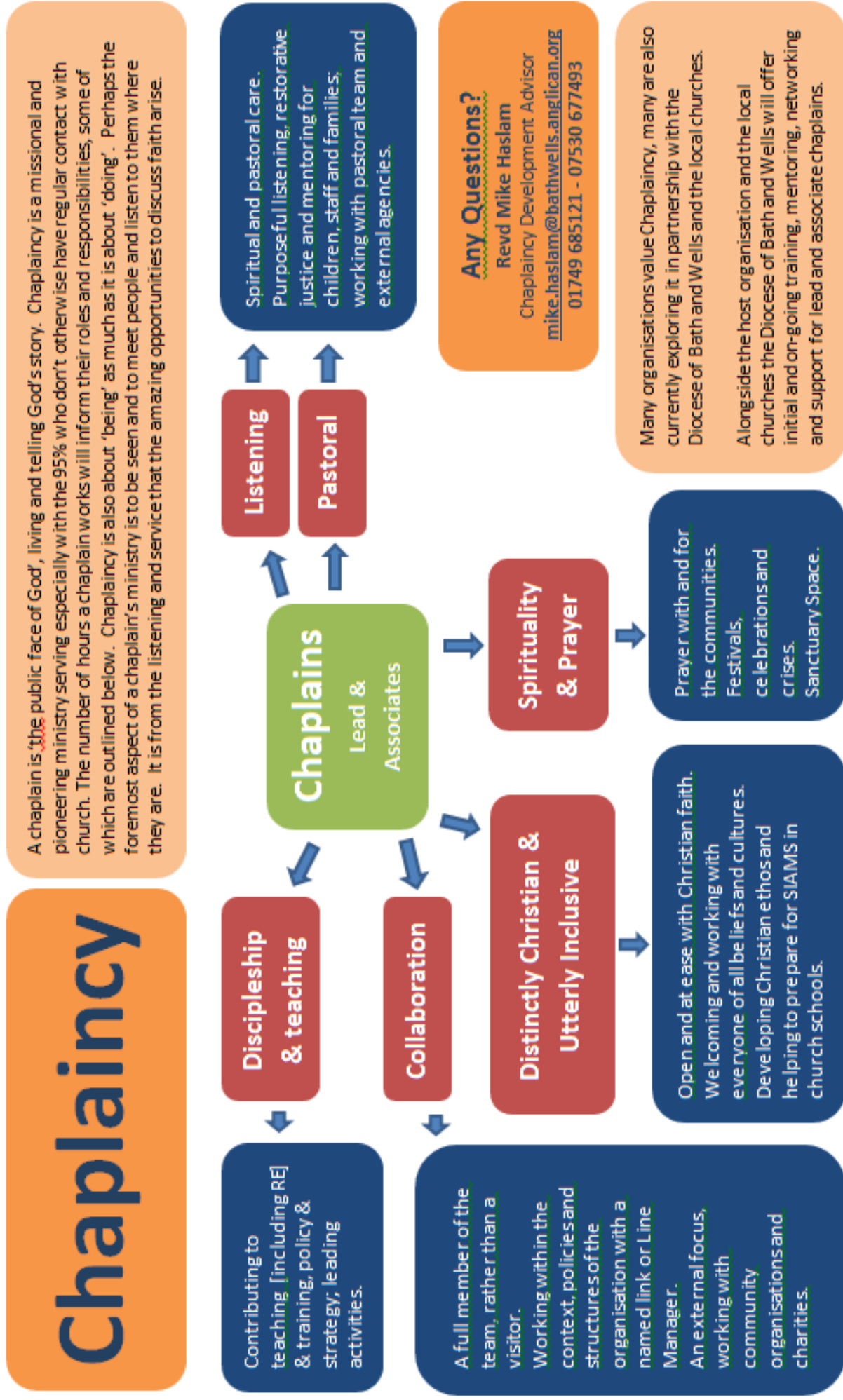
Bi-lingual: Chaplaincy is a bi-lingual ministry, speaking in the languages and cultures of both school and church and sometimes translating between them.



Working within these culture chaplains are both guests, rather than the host, in every conversation and simultaneously members of the team and community.

Jenny Jeffrey, Chaplain at Bishop Henderson CofE Primary School, and year 3 children taking "thank you cards" to shopkeepers as part of their "acts of kindness" towards the community.

Possible elements of a job description: in a mind map



Possible elements of a job description

Perhaps the most important part of a chaplain's ministry is to be present, to meet people and listen to them. Within that context there are some suggestions below which may help you to develop a job or role description which works for your school or college. The roles and responsibilities of a chaplain will also be shaped by the amount of time available.

The chaplain will:

- Offer spiritual and pastoral presence, care and leadership within the school community; meet people where they are and be ready to listen to them. (Chaplains may spend time in spaces such as the school gate, the playground, staff room, school café and classrooms.)
- Offer distinctive and inclusive Christian leadership, respond to questions of faith when they are asked, without assuming or imposing.
- Lead assemblies and worship, offer times and opportunities for prayer and faithfully pray for the school community and help the school live out its vision, ethos and values.
- Offer practical compassion to all in the school community and work in partnership work with local churches and other agencies.
- Be present at punctuation marks in the life of the schools, the beginnings and endings, celebrations and tragedies; listening, caring and praying through such times.
- Undertake any training and receive any supervision that is needed.

Chaplaincy from the perspective of a head teacher

At a time in which schools and school staff have been under enormous pressure, our chaplain has been a reassuring presence, there at the end of a phone or a welcome presence on our playground at the start or end of the day. We are not a church school, but it's great to know that there's someone there to offload to with a listening ear and a sympathetic word.

In what have been some dark days, he presents the still, small voice of calm and a quiet but constant flicker of hope, for which we are very thankful.

Head Teacher, Peasedown St John Primary School

Signs of hope: chaplaincy stories

Gwen Kearley, St Michael's Church School, Twerton, Bath

Signs of hope come in many guises at St Michael's Junior Church School where I have the privilege of serving as Chaplain.

- Planting sunflower seeds with the children and watching them grow.
- Getting alongside individual children and families through times of grief.
- A rare opportunity to visit church and explore the Easter story.



These, and many other moments of shared hope, are a tribute to a committed and hardworking staff and to God's faithfulness to us as a school through a challenging year.

There was also a new and wonderful sign of hope. Over the past five years we have had several Syrian refugee families settle in the local community and join our school. We have helped practically and pastorally over the years, but something shifted in 2020/21 which we can build on as we start a new year in the life of the school.

Two boys in year 5 and 6 chose to observe Ramadan by fasting and they shared their experience with us in a time of worship. Not only did they share about their early morning 'get ups' (4.00am some days) but their struggles and their honesty helped us understand and respect them and their faith in a greater depth.

Preparing with them and talking together as people of faith, we shared the things that are important in Christianity and Islam. Then, Eid gave the school an opportunity to express our compassion for them as we gave each family some Eid treats.

Year 5 and 6 children, including some of the refugees mentioned, were asked to describe their chaplain in one word. This is a representative sample of their words.

Awesome
Faithful
Nice
Caring
Forgiving
Good vibes
Special
Best in the world
Very, very kind
Loving

Later, during Refugee Week we were overwhelmed by the generosity of these Muslim parents who cooked food for each class to enjoy. Some of the children shared with their classmates about their journey to the UK, their home life and Muslim faith, and with this came a greater understanding and respect amongst the children.

During my years at St Michael's, I have been humbled at the way children here have embraced and welcomed new members to the school. These small steps we took in getting to understand our Syrian families last year were significant. Like the sunflower seeds we planted in the Spring, our friendship with them and respect for them will only grow as we keep nurturing, talking and learning from each other. To me that speaks of hope in a world often divided by misunderstanding and intolerance. Thanks to our Syrian families to all that you have taught us.

Year 5 and 6 children were asked to describe chaplaincy.

It's really nice, you can go into the chaplain's room and be quiet.

Gwen helps people when someone they know has died.

It's nice, because I want to learn the Bible, I want to be a Christian.

We welcome new people to school, so new people feel happy.

I see Gwen calming us down, she helps us think about the positives.

When I was in year 4 she helped me a lot. When I was angry she helped. She had a big bear in her room; afterwards, I felt happy.

She does interesting stuff about Jesus. I'm a Muslim, I'm still interested.

PS. What are you called?

A chaplain's name and title will be agreed by all involved. In some communities the chaplain is called by their first name. In other places the chaplain is addressed as Mr... / Ms... / Revd There are also communities which are cautious about the title 'chaplain'. One primary school preferred 'Faithful Friends'. There is no single answer, each context will be different, but it needs to be considered and agreed for it goes to the heart of the vision of the role.

Funding and Partnership

Models

There are many models of chaplaincy.

- **Full-time, paid.** This could be focused on one school or could be for a MAT.
- **Part-time, paid.** This can be anything from an extended lunchtime once a week to four days a week. A 12 hour a week post can be spread over three days. An existing member of staff can have time released for chaplaincy.
- **Secondment of a youth or children's minister** for a set number of hours. This can work well and have more impact than being a visitor from church.
- **Honorary chaplains,** who can either be the lead chaplain, or a member of a chaplaincy team. In both scenarios they will still role descriptions and will need to be supervised. There will be expenses even if there isn't a salary.

Possible sources of chaplaincy funding

- **Schools and MATs:** Whilst recognising how tight budgets are, schools, colleges and indeed NHS trusts who do fund chaplaincy don't regret it. They also find that it is a remarkably cost-efficient leadership resource.
- **Trusts and charities:** Charities and trusts [local and national] can fund chaplaincy.
- **Churches:** churches and church members can be very generous and crowd funding models can be used.

Employment

Whatever model is used, the chaplaincy will need to be safely recruited, employed, or on a volunteer agreement, and line-managed and supervised.

Partnership

However a chaplain is funded, the creation of the role will almost certainly involve a partnership. The partnership can be nurtured by meeting three times a year to receive reports from the chaplaincy, support the chaplain and discern the next steps. The partners who may be involved are usually, schools and MATs, churches and funding bodies.

We didn't realise how much value the Chaplain gave until he wasn't there.

Vice Principle of Bath College

[The chaplaincy has been re-appointed]

How chaplaincy in education and local churches can connect

Prayer & Worship: Local churches can welcome schools for festival worship and pray for the school or college. A prayer diary can be helpful. Collective worship is also an important cross-over between the churches and the chaplain.

Mentoring and Reading: Individuals Christians can support the school and chaplain through offering mentoring and reading support for small groups or individuals.

Christian Groups: Help can be offered at Christian groups or with initiatives such as 'Open the Book' or festival celebrations.

Finance: Local churches support chaplaincy financially [both through the costs of salary and with funds for events or programmes].

Hospitality: Churches can offer hospitality (for instance cake) for staff or students, on occasions such as Ofsted, the end of exams or on the Patronal Festival.



A 'Church Trail', from Taunton Academy; part of the RE curriculum. Local church leaders also visited RE lessons to debate: 'Does the church in Taunton have a future?'



Helena Power, Chaplain at Rockwell Green School, Wellington.

Rockwell Green School, Wellington, has a new worship table in the hall. At a special assembly the children were given cloths for the different seasons of the church year, made from their designs. The children were also very pleased to receive the liturgical teddy, with a set of vestments knitted by members of All Saints' church.

Formation & Training



There are many opportunities to learn about chaplaincy, before you start, or as you begin as a chaplain.

- **Centre for Chaplaincy in Education** offers exploratory, induction and leadership courses in partnership with Newman University. Details are available at <https://centreforchaplaincyineducation.co.uk>
- **Exploring Chaplaincy:** This 8 session course is usually delivered either in-person over 2 full days or in 8 evening sessions on zoom. The course covers:
 - the values and ethos of chaplaincy and it's biblical foundations;
 - worship and spirituality in chaplaincy;
 - listening, pastoral care and mental health first aid;
 - resilience and reflective practice.

Follow the links from www.bathandwells.org.uk/chaplaincy.

- **Placements:** These can range from half a day to one week, depending on availability from the school and chaplain and the person exploring chaplaincy.
- **Mentoring:** All new chaplains are offered a mentor for their first year. If requested, a mentoring relationship can continue.
- **Review:** The Chaplaincy Adviser offers chaplains and schools a review of chaplaincy ministry.
- **Chaplaincy Gatherings and Training days:** These give space for prayer and fellowship, learning and reflective practice.
- **A growing range of HE level courses.**

Discerning impact

There are many ways to discern the impact of chaplaincy. The qualitative (such as the stories and quotes within this toolkit) is just as important as the quantitative. Here are a few examples of using qualitative and quantitative data to discern impact. Both of these models, taken from the Chaplaincy at The Taunton Academy, use a sample of data taken at one point in the year and then rely on extrapolation. This was repeated at the same point each year. This meant that it was an achievable rather than unduly onerous process.

Chaplaincy conversations

Pastoral conversations	Students	Staff	Parents / community	Chaplaincy Footfall Before school - Break - Lunch
Monday 31 Oct	8	10	3	14 - 12 - Closed
Tuesday 1 Nov	10	3	10	18 - 21 - 22
Wednesday 2 Nov	15	9	5	17 - 21 - 27
Thursday 3 Nov	5	3	27	24 - 18 - 25
Friday 4 Nov	12	8	2	19 - 25 - 28
Monday 7 November	18	11	15	15 - 21 - Closed
Tuesday 8 Nov	15	11	19	19 - 18 - 22
Wednesday 9 Nov	14	12	4	18 - 22 - 27
Thursday 10 Nov	-	1	32	Closed due to training
Friday 11 Nov	16	10	3	17 - 21 - 24
TOTALS	113	78	120	515
AVERAGE PER DAY	11.3	7.8	12	51.5

Making Chaplaincy work

- Prayer
- Clarity of vision and expectations with agreement from all the partners.
- Nurture the partnership with good communications.
- Pick up on any issues early and address them.

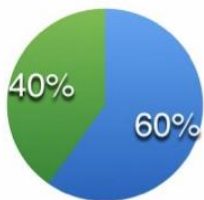
Things to be careful of

- Changes in leaders within the partnership (chaplain, school, MAT or church).
- Remember, you're not a mental health nurse or indeed a school counsellor.
- Managing differing expectations; for instance that the chaplain will do all of the pastoral work, or fill up the church pews with young people.

Chaplaincy & Church School

STUDENT RESPONSES

1. Have you had contact with a Chaplain or School Pastor?

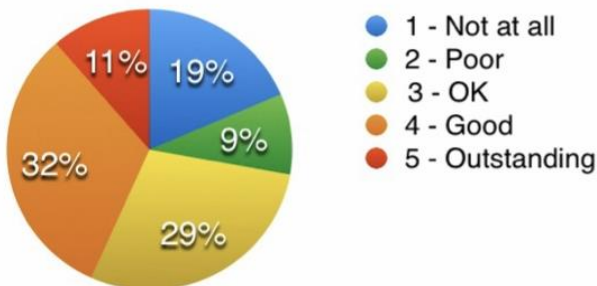


- Yes, I have had contact with a Chaplain
- No, I have not had contact with a Chaplain

2. If 'Yes' what difference has the Chaplain / School Pastor made?

- A positive one
- It helps me though life
- Makes school safer, made my friend feel safe
- Ten Tors / Prefects / Student Voice
- Makes me enjoy my lunch
- We don't need a chaplain but Revd Mike is awesome
- Someone to talk to / give support
- He helped me around school
- Makes school life more interesting
- Makes me happier
- Made walking home safer
- Helped us learn about respect
- Nothing

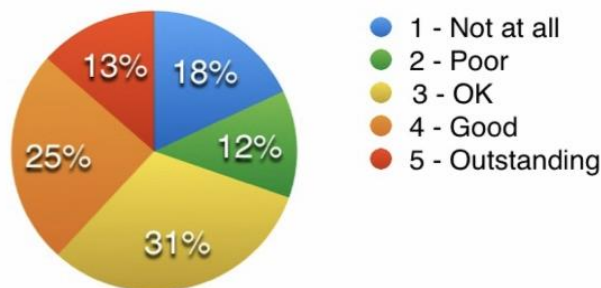
3. On a scale of 1-5 how much do you value the chaplaincy room?



4. What is the purpose of the chaplaincy room?

- To be someone you can go to
- Cake and bad colour schemes
- Jabs (vaccinations) & Showcase
- Chess, games, homework
- People go there to chill
- Somewhere quiet and peaceful to sit
- A place for prayer, reflection and meditation
- Prefect meetings
- Safe haven for people to socialise and relax
- A place if you are lonely, and don't have friends
- Quiet room
- A fun place
- To help and support people

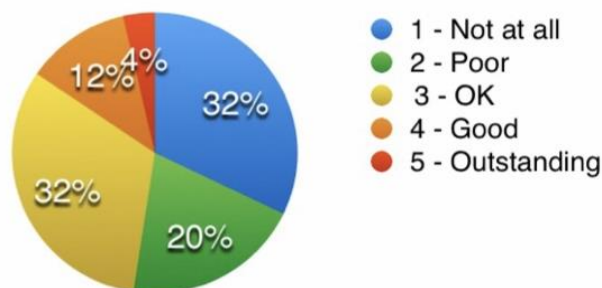
5. On a scale of 1-5 how much do value having a Chaplain (this is not about Revd Mike)?



6. What Is the most important job of a Chaplain at The Taunton Academy?

- To be there for students and listen to us
- To make sure students are safe
- To listen, guide and support
- Easy to talk to
- Make school a more peaceful/relaxed place
- To run assemblies
- Bullying (I hope this meant 'anti-bullying')
- Organising stuff
- Talk to everyone
- I'm not sure / don't know
- Being helpful

7. On a scale of 1-5 how much do you value being a church school?



8. What difference does being a church school make?

- I don't think that it makes one for me personally, for others it is a safe haven
- It is a safe place for us
- Apart from prayers, not much
- Religious teaching, people learn about religion
- Much more respectful school
- Bring peace
- Assemblies called 'Acts of Worship'
- It's better
- We pray
- Better community
- People believe in God
- People value religion more

9. Is there anything else you would like to say?

- Thank you
- It's a good place
- I'm an atheist, sometimes I forget we're a church school. We shouldn't be a church school.
- I would like more Christian related things

10 steps to setting up a school chaplaincy

1. Understand the context: meet with parish and school leadership to audit what links and relationships may already exist between church and school.
2. Establish the capacity: who are the people in the parish, other churches locally or in the school who have a calling and capacity to offer time, money, energy or all three?
3. Put it on the agenda: agenda item at PCC, Deanery Synod, Chapter meeting or Churches Together, whichever of the above seem most appropriate and harness most energy.
4. Form a Working Party: who will make an effective, easily mobilised and dynamic group for carrying the vision of chaplaincy forward? You might wish to involve the Chaplaincy Adviser at this stage, or before.
5. Approach the school: having identified links that already exist, and having considered realistic capacity, approach the school via your link, to ask “how can we best serve you?”
6. Identify a chaplain: assuming the school is positive about your offer and interested in chaplaincy. Consider whether someone already exists in the community who could adopt the role of Chaplain. This might be a licensed minister, a youth worker, a retired teacher etc. If no such person is found, then this becomes a larger question about funding.
7. Build a Team: given that a full time, fully paid Chaplain’s post is unlikely to emerge quickly, who else could support the Chaplain/Chaplaincy and increase capacity and effectiveness?
8. Draw up a Job Description: work with the school, churches and individual to create a realistic job description for a Chaplain or Chaplaincy Lead.
9. Train the Chaplain: working with the Diocese, embark on a course of continuing training to raise awareness of issues and build up appropriate skills for a successful and impactful chaplaincy
10. Commission the Chaplain: The Chaplain should be commissioned, if possible, in the context of the school and with the presence and support of local churches.

With thanks to Revd Charlie Kerr. More information on creating a chaplaincy is in a Grove Booklet, ‘**Growing and Reimagining Chaplaincy**’, by Mike Haslam.

Reflections and Prayer

For a closing reflection from another chaplaincy sector [it's not hard to translate into education], Dr Mike Osborn, Consultant Macmillan Clinical Psychologist at Royal United Hospitals Bath NHS Foundation Trust said:

'Acute hospitals are very hot, busy places. It's a challenge to meet the targets and offer therapeutic care. Chaplains are essential. They are present in every part of the hospital, offering spiritual and psychological care. Without them, who else is there, offering that level of contact and comfort? Without the chaplaincy we would continue to focus on the bio-medical data but we would be at risk of losing touch with the real, lived experience of patients.

Medics are under pressure to be concise and knowing. At the heart of chaplaincy is uncertainty, unknowing, journeying with people. The chaplain's main therapeutic "weapon" is powerlessness.

Chaplains have an overview of the whole hospital and an independence. They speak truth to power in a helpful and constructive way. They offer intimate support to patients and are a critical friend to the organisation. They both "rise above it" and get mucky and involved.

The chaplaincy gift of time and listening is as important as sterile conditions in a hospital operating theatre. Time is their infection-control measure. If chaplaincy didn't exist, you'd have to invent it pretty fast.'

Prayer

Holy God, whose service is perfect freedom, as we hear your call to serve your people through chaplaincy in our schools and colleges, lead us by your Spirit, transform us into the likeness of Christ, and help us to live in your liberty. Enfold our school and college communities in your love and draw us closer together.

For goodness is stronger than evil,
Love is stronger than hate,
Light is stronger than darkness,
Life is stronger than death,
Victory is ours through Jesus Christ
who loves us. Amen

