

Mullaloo Heights Primary School



PASTORAL CARE

Information Sheet

The Outcomes We Seek

- Self acceptance and respect of self
- Respect and concern for others and their rights

OUR CODE OF BEHAVIOUR

The Mullaloo Heights PS Community will:

- Respect and care for others
- Behave in a safe and sensible manner
- Respect school and other people's property
- Display pride in our school
- Strive to do our best.

WHY IS PASTORAL CARE IMPORTANT?

Mullaloo Heights Primary School aims to create a positive environment within the school and classroom so that the teachers and students can work together in harmony. Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.

RIGHTS AND RESPONSIBILITIES

The rights and responsibilities reflect the importance of all participants in maintaining strong pastoral care at Mullaloo Heights PS.

Students have a RIGHT to:

- Learn in a purposeful and supportive environment;
- Develop a sense of self worth and confidence;
- Work and play in a safe, secure, friendly and clean environment;
- Be treated with fairness, respect and dignity;
- Respect, courtesy and honesty

Staff have the RIGHT to:

- Respect, courtesy and honesty;
- Teach in a constructive and non-disruptive environment;
- Work in a safe, secure and clean environment;
- Cooperation and support from students, parents and staff;
- Work in a supportive professional environment.

Parents have the RIGHT to:

- Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare;
- Be informed of their child's progress;
- Access a meaningful and adequate education for their child
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

Students have the RESPONSIBILITY to:

- Ensure that their behaviour is not disruptive to the learning of others;
- Display a positive attitude
- Attempt (have a go) and persevere with all set tasks;
- Ensure that the school environment is kept neat, tidy and secure;
- Ensure that they are punctual, polite, prepared and display a positive manner;
- Interact positively with others and be polite, courteous and honest.
- Behave in a way that protects the safety and wellbeing of others;
- Support other students with their learning endeavour to achieve to their fullest potential.

Staff have the RESPONSIBILITY to:

- Model respect, courtesy and honest behaviour;
- Establish positive relationships with students, parents and staff;
- Ensure that the school environment is kept neat, tidy and secure;
- Ensure good organisation and planning;
- Report student progress to parents;
- Develop and maintain apposite classroom environment;
- Acknowledge students' strengths and successes;
- Be continuously engaged in professional growth.

Parents have the RESPONSIBILITY to:

- Ensure that their child attends school;
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning;
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- Support the school in providing a meaningful and adequate education for their child.

PROMOTING A POSITIVE SCHOOL ENVIRONMENT

Some *school* activities include:

- Embedded core values in all school processes
- Student Councillors elected by their peers
- Cooperative learning activities
- Student at Educational Risk policy
- Incursions to promote values via

Typical *class* activities include:

- Teachers establish a positive classroom environment and good relationships with parents through regular contact
- Class rules are established with students that identify the desired behaviours, incentives and consequences
- Buddy classes, seniors combine with juniors, to promote friendly and caring students
- Teachers present a variety of awards in class and at whole school events.

Playground strategies include:

Sports Equipment: Students can access sports equipment.

Playground Rewards: Raffle tickets are awarded to students displaying the focus values and a weekly draw is held.

Playground Certificates: Certificates and small prizes are awarded to students for appropriate playground behaviour each term.

INAPPROPRIATE CLASS BEHAVIOUR

When a student infringes the staff will:

- Be prepared to listen
- Counsel the student (briefly discussing the situation and alternative behaviour)
- Focus on the behaviour, not the child
- Assign consequences for the infringement.

If a student fails to respond positively within an educational setting s/he is sent to a buddy class for short-term supervision. The student systematically progresses through the following stages, as required:

1. Counselling by a member of the administration team
2. A letter is sent to parents
3. Internal suspension
4. Suspension

Depending on the severity of the inappropriate behaviour, some stages of the process can be over ridden.

INAPPROPRIATE PLAYGROUND BEHAVIOUR

The duty teacher or teacher dealing with the breach will determine the severity of the situation. Students systematically progress through the following stages:

Minor Breaches

(e.g. eating out of area, running on verandah...)

1. Verbal reminder/reprimand
2. Name placed in Admin playground book

This operates on a term by term basis.

Major Breaches

(e.g. Bullying, aggressive behaviour, physical conflict)

1. Withdrawal from situation.
Teacher or Admin investigate. Student counselled including strategies/behaviours that are more appropriate. Teacher includes details in the Duty Book. If Admin investigate, the details of the incident are entered into the Schools Information System.
2. Parent notified. Playground consequence negotiated.

3. Further subsequent breaches investigated by Admin; parents contacted with consequences negotiated.

This operates on a yearly basis.

In the event of extreme cases Admin may move straight to suspension.

Independently Handled

The Behaviour Management in the *classroom* and *playground* support each other, but are not directly linked to each other.

WHAT IS RESILIENCE?

Resilient people are able to cope with change and adversity. We encourage resiliency by teaching cooperative learning, life skills, assertive skills and providing care and support. By fostering resiliency we aim to improve positive self concepts so that students confidently use appropriate strategies and actions when victimised or threatened.

THE IMPORTANT ROLE OF PARENTS

Parents can help by:

- Showing interest in your child's school, social, sporting and cultural life
- Having a warm, friendly home environment where your child's self esteem by saying and doing positive things, nurturing their positive qualities and valuing them for who they are
- Discussing the school's expectations about behaviour and how best to deal with bullying
- Being observant and looking out for the telltale signs
- Informing the school if you become aware of any bullying incidents so it can be stopped
- Encouraging children not to retaliate in a violent way.

WHAT IS BULLYING?

Bullying is any wilful, conscious, continuous behaviour intended to hurt another person.

It is not just physical, it is emotional as well as social.

Mullaloo Heights Primary School
27 Charonia Road
MULLALOO WA 6027

Phone | **9401 2488**
Fax | **9307 2533**

Website | www.mullalooheightsps.wa.edu.au
Email | mullalooheights.ps@education.wa.edu.au
DET | www.det.wa.edu.au