



Treeendale

PRIMARY SCHOOL

Pastoral Care

Information for Families



Pastoral Care at Treendale

Treendale Primary School aims to:

- Preserve the rights of school community – teachers, parents and students by implementing a policy that is positive, supportive, preventative and corrective.
- Provide clear expectations to the whole school community of behaviour management.
- Strengthen interaction between the school and the home, by increased parental contact and collaboration.
- Develop a policy which is embedded in good teaching practices to achieve a calm, student oriented atmosphere where teachers spend more time engaging students in learning, and less time on managing difficult behaviour.
- Implement Behaviour Management procedures that focus on solving problems in advance rather than dealing with disruptive behaviour after it has occurred.
- Establish a set of behavioural guidelines, which clearly outline the steps to be followed by all players, that is, the students, parents, teachers and administration.
- Ensure that an effective induction process is established and that ongoing review of the Policy is undertaken.



Values Education

We acknowledge the need to promote and teach values across all year levels of the school. Whilst good values education is a precursor to a friendly and safe school, it is also essential when educating our students how to be productive and valued citizens in the future.

'You Can Do It' is an easy to follow program which is based around five keys to success. These keys are Confidence, Getting Along, Persistence, Organisation and Resilience. The program deconstructs each of these keys into sub skills and explicitly teaches students how to grow in these five areas. All children will engage in explicit lessons with the language of success used widely across all year levels. Teachers will award one of their merit certificates every assembly based on students progressing in one of the five areas listed above and using language common to the You Can Do It program.



SCHOOL RULES



EXAMPLES OF BREAKING IT

THE RULE

WHAT IT MEANS

The school is a 'No put down zone'. It is all right to do things or say things differently. We will respect others and their property at all times.	We will treat all people fairly and respectfully with consideration for their feelings.	Bullying, fighting, rudeness, name calling, teasing, swearing, racist comments, put downs.
We will always follow staff instructions.	We will concentrate and listen to what other people want to say, and do what is asked of us.	Arguing with a staff member, talking when a staff member is talking, not paying attention, not following instructions, continuing with incorrect behaviour when asked to stop, rudeness.
We will respect the rights of others to learn.	When we are at school, we will try to do our best at everything we do, for every teacher and education assistant, in every learning area. When we are at school we will let teachers teach us and our friends learn.	Disrupting others, not doing my best, making too much noise in class, continually distracting the teacher, putting down or making fun of other people's efforts, not being prepared, not respecting the rights of others, stopping others from learning.
We will act in a safe caring manner.	We will think about the consequences of our actions. We will tell the truth and admit to our mistakes. We will be kind and thoughtful in our actions and what we say to one another	Being rude, being cruel in what we say or do, playing or acting in a dangerous way, leaving the classroom or school grounds without permission, riding bikes, skateboards or scooters on school grounds, entering a classroom without a teacher, not wearing hat, playing outside designated areas and running on verandahs and in the undercover area.
We will respect the school, the environment and the property of others.	We will play correctly at school, put rubbish in the bin, and respect each other's privacy.	Littering, graffiti, stealing, malicious breakage, vandalism, taking things without permission.

RIGHTS & RESPONSIBILITIES



RIGHTS

RESPONSIBILITIES

Who

We have the right to

We have the responsibility to

STUDENTS

- * Learn in a purposeful and supportive environment
- * Work and play in a safe, secure, friendly and clean environment
- * Be respected and treated with courtesy.

- * Ensure their behaviour is not disruptive to the learning of others
- * Ensure the school environment is kept neat, tidy and secure.
- * Ensure they are punctual, polite, prepared and display a positive manner.
- * Behave in a way that protects the safety and wellbeing of others.

STAFF

- * Be respected and treated with courtesy.
- * Teach in a safe, secure, friendly and clean environment.
- * Have cooperation and support from parents
- * Be heard in an appropriate forum on various matters and with respect and confidentiality

- * Model respectful, courteous, honest and professional behaviour.
- * Ensure the school environment is kept neat, tidy and secure.
- * Establish positive relationships with students, parents and colleagues.
- * Inform parents of progress and behavioural matters as they arise.
- * Ensure confidentiality is maintained.
- * Plan for student improvement in the context of a meaningful and stimulating curriculum.

PARENTS

- * Be informed of curriculum content, behaviour management procedures and decisions affecting their child's health, welfare and education.
- * Be informed of their child's progress.
- * Be heard in an appropriate forum on various matters and with respect and confidentiality.

- * Ensure their child attends school and provide reasonable explanations for absences.
- * Ensure their child is provided with appropriate materials to make effective use of the learning environment.
- * Inform the school of any concerns regarding their child's education.
- * Inform the school of any family or medical matters that could affect their child's learning.
- * Ensure their child is in school uniform and is adequately equipped for the day including lunch.

PRINCIPALS

- * Be respected and treated with courtesy.
- * Work in a safe, secure, friendly and clean environment.
- * Have co-operation and support from parents, staff and the community.

- * Provide a link between parents and staff
- * Support and assist teachers with individual programs for behaviour management, utilising outside agencies where necessary
- * Ensure consistency in the implementation and maintenance of the behaviour management procedures and initiatives throughout the school
- * Record inappropriate behaviour on SIS
- * Facilitate parent/teacher/child conferencing
- * Ensure a review is established to monitor School Behaviour Management Plan
- * Model respectful, courteous, honest and professional behaviour.
- * Ensure confidentiality is maintained.

A Friendly, Welcoming Environment

Treendale Primary School welcomes all members of the community to a safe and friendly environment.

On a daily basis, all families and visitors are welcomed into the school through the office greeted by administration staff, with the leadership team greeting students and families in the courtyard every morning.

We host an array of whole school events that families are invited to attend throughout the year including:

- **Back to School Barbeque**
- **Term I class Introductions**
- **Fortnightly Assemblies**
- **Harmony Day Family Picnic Lunch**
- **Easter Hat Parade**
- **ANZAC Service**
- **Lapathon**
- **Mother's & Father's Day in Early Childhood**
- **Bookweek Dress Up Assembly**
- **Faction Athletics Carnival**
- **Graduation Assemblies**
- **End of Year Celebration Picnic**



Staff and students are encouraged to be polite and friendly at all times with common courtesies explicitly taught and role modelled.

Treendale Citizenship

At Treendale Primary School we believe learning is enhanced in a welcoming, inclusive, collaborative and caring environment. The Treendale Citizenship Policy supports this belief by acknowledging and rewarding exemplary behaviour and work ethic. It also emphasises the importance of taking responsibility for negative choices students may make, which ultimately affects their learning and the learning of others. This policy works in conjunction with the whole school Pastoral Care Policy.

The Citizenship Policy is a clear process showing a hierarchical set of responses for consistently positive or negative behaviours. A student's Citizenship status is determined based on data entered into Integris, which can be shown to the students for verification. Students should have no confusion about what is expected of them in terms of maintaining their Citizenship status and the rewards or consequences associated with their choices.



- The Treendale Primary School Pastoral Care Policy overarches the Treendale Citizenship Policy
- Classroom teachers refer students with repeated misbehaviours or serious breeches to Admin for follow up, as per the Levels of consequences outlined in the Pastoral Care Policy
- Students who receive a suspension or 2 detentions as a result of Admin referrals within a fortnight will immediately lose their Treendale Citizenship status
- Students who have been to reflection room more than 5 times in a two week period will be referred to Admin to have their Citizenship status reviewed
- A Deputy or Principal will make contact with the parents or guardians informing them of their child's loss of Citizenship status. This will follow prior contact as a result of inappropriate behaviour
- Once Citizenship status is lost, an Individual Behaviour Contract will be implemented in the classroom and/or playground to support the student to regain Citizenship status
- Students who have lost Citizenship status will be required to check in with Admin before or after each break time until their Citizenship is reinstated. This will be tracked on a Student Check In Process sheet for a minimum of two weeks, until it is determined by Admin that they have earned their Citizenship back
- Teachers will review a student who is not successfully achieving their re-instatement to Citizenship and discuss further options with the Administration team. Parents and or caregivers will be involved in this process.
- Students without Treendale Citizenship will have their attendance at any extra curricular activities reviewed where attendance or participation may be denied, or restrictions enforced; for example reduced time at an event. Extra curricular school activities include but are not limited to lunch time clubs, excursions, incursions, camps, discos, carnivals or representing the school in any activities.

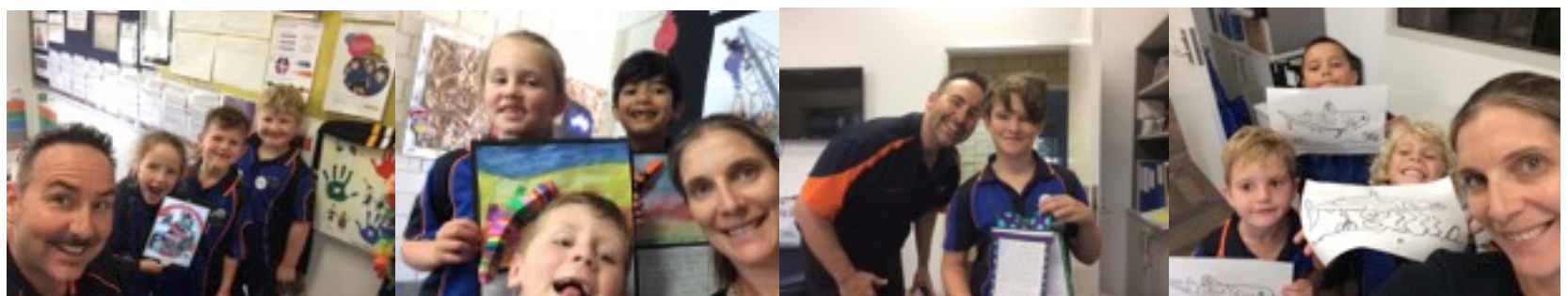
Classroom Rules

Each teacher establishes, in conjunction with the students, a set of classroom rules and expectations which are driven from the School Rules and Rights & Responsibilities. Clear boundaries will be reinforced with high expectations in all year levels. Children will be involved in identifying accepted and unacceptable behaviours to encourage ownership and acceptance. These rules and guidelines will be clearly displayed in classrooms and constantly referred to.

Staff at Treendale Primary School will expect, and teach common manners and courtesies. The use of “please”, “thank you” and “excuse me” will be positively reinforced. Listening when others are speaking, not interrupting and respecting self, others and property will also be expected and explicitly taught.

To reinforce appropriate behaviours, staff will use a combination of:

- Ø Verbal Praise
- Ø Stickers/stamps/individual class incentives
- Ø Merit Awards at assemblies for either the demonstration of a Key to Success or academic excellence or improvement.
- Ø Displays of student work
- Ø Book of Wonder – Acknowledgement of academic excellence or improvement (children will show their work to the Principal or Deputy and be subsequently entered in the ‘Book of Wonder’). Three entries per term in the ‘Book of Wonder’ and the child will be invited to a special lunch with the Principals at the end of the term.



θ Faction tokens

- Faction tokens will be rewarded in the classroom (including specialist classes) and playground. Children to be issued tickets by teachers, children then write their name and room number on the tickets (junior teachers to assist where necessary), and place in buckets in the office.
- At the end of every day 8 tickets will be drawn out (2 from each faction after tickets are combined) by Admin and these children will be rewarded with a special pencil.
- At each assembly a 'SuperDraw' will be conducted with all tickets entered into one bucket and 10 names called out who win '25 minute Xbox Connect' vouchers; the voucher entitling the holder and 1 friend to play on the Wii in the 'The Dock'. This SuperDraw is often a highlight of assemblies with the prize highly sought after.
- Tickets are then counted and a cumulative total for each week is made and displayed. The winning faction after every term receives a reward.
- At the end of each term, all tokens are entered into the draw to win one of 4 \$20 shopping vouchers. Detention during that term will make the child ineligible for the voucher.
- At the end of Week 10, all those children who have not been to detention in that period will participate in an activity/ reward as a whole school event. Those children who have been in detention will spend that time with either a deputy or principal to set goals on how to improve their behaviour.



In the Event of Inappropriate Behaviour

* Level 1 - Classroom Management

Identification of broken rule - children will be encouraged to identify for themselves what it is they have done wrong - Language such as "What are you doing? What should you be doing?".

* Level 2 - Formal Warning

Identification of inappropriate behaviour again, "What are you doing? What should you be doing?" The student will know that a formal warning has been 'issued' and if they continue then the next step is in class isolation. This can be done verbally, by writing name on the board or in any way the teacher feels comfortable.

* Level 3 - In Class Isolation

Student is removed from activity and placed in isolation (time out mat or desk) for a given period of time. Communication is to be only with the teacher and not peers. The teacher will discuss with the child their behaviour to determine their preparedness to return to the activity.

* Level 4 - Buddy Room

If the behaviour persists, the child is sent to a Buddy Room for a given period of time. Refusal to go to the Buddy class leads to administration (Deputy or Principal) referral immediately.

Teachers will inform Admin who record the incident and inform parents as is deemed necessary.

* Level 5 - Administration Referral

If the behaviour continues on the return from Buddy class, or the child refuses to follow directions to in-class withdrawal or buddy class, or extreme behaviour is demonstrated, then admin (Deputy or Principal) is called. Admin will attend the class to assist in the removal of the child where the following will occur.

- The child is escorted to the administration area where a conversation can occur. The child will spend a given period of time with admin discussing their behaviour, consequences and completing learning tasks in an isolated and supervised environment.
- Contact with parents will be made as soon as possible either by telephone or email.
- Students will be returned to classes only when Admin feels the student is ready to return and with the acceptance of the teacher.
- Where necessary an Individual Behaviour Plan, Risk Management Plan or Action Plan will be developed, Restorative Justice Practices implemented involving all parties, caregivers called for interview, school psychologist referral and in the rare extreme, police assistance.

* Level 6 - Suspension

The administration will suspend (in-school and or out of school) where necessary for extreme behaviours including extreme physical or verbal abuse towards other students and or staff. Return to school will only occur after counselling between admin, student and caregiver.

Post Suspension Procedure

Following a period of suspension the student and the parent/guardian will be required to attend a meeting with the Principal and or Deputy Principal to:

- Review the suspension incident. Discussion will focus on the ramifications of the incident; the breach of the school's code of behaviour; the affect on the student's education; and any unresolved problems or concerns.
- Examine requirements for the student's re-entry to normal class;
- Consider any behaviour change strategies; and
- Develop a "Behaviour Management and Education Plan" if required.

Bullying & Harrassment

The school will:

- Be pro-active with respect to bullying in a consistent way that allows for monitoring of such behaviour.
- Discuss appropriate standards of behaviour and school rules with all students.
- Use Student Support services where necessary including the school chaplain.
- Involve other agencies as necessary.

Bullying is defined as:

A willful conscious desire to hurt, threaten or frighten. It can be physical and/or verbal in nature and can include racial, religious and sexual harassment, rude gestures, intimidation social isolation and extortion. It must be recognised that bullying is ongoing in nature and that bullies are reinforced by another's pain, fear and humiliation.

When someone says or does something

¥ unintentionally hurtful and they do it once, that's **MEAN**

¥ intentionally hurtful and they do it once, that's **RUDE**

¥ intentionally hurtful and they keep doing it - and that person is more powerful than their target that's **BULLYING**

Acknowledgement of Victims

The school:

- Acknowledges that bullying is a feature of our society.
- Will support students who are being bullied by

- i discussing and/or role-playing situations in the classroom
- ii improving the self-esteem of victims
- iii teaching more assertive responses to bullying incidents
- iv develop programs to assist bullies to work cooperatively with others
- v ensuring that bullying is addressed overtly in the classroom and not ignored.

This will involve teachers in:

- * meeting those concerned individually - both bully and victim and recording the incident;
- * using peer group pressure to actively discourage bullying;
- * breaking up bully groups;
- * contacting parents/caregivers at an early stage;
- * helping victims develop positive strategies to combat bullying;
- * encouraging victims of bullying to report all incidents

Strategies for Students

- 1 Try not to show that they are upset as this increases bullying behaviour.
- 1 Try to ignore the bullying.
- 1 Walk away quickly and confidently - even if they don't feel that way inside.
- 1 Try being assertive - speak firmly and use "I" statements.
- 1 Get their friends together and say "no" to the bully.
- 1 Show they are proud of being different.
- 1 Avoid being alone in places where bullying happens.
- 1 Discuss the problem with a member of school staff as soon as possible.

Ways students can help stop bullying

- Don't stand by and watch – get help.
- Show that they and their friends disapprove.
- Give sympathy and support to students who may have been bullied.
- Be careful about teasing or personal remarks – imagine how they might feel.
- If they know of bullying, tell a trusted member of staff. The victim may be too scared or lonely to tell.



Additional Support

Your child's class teacher is always to be the first port of call if you are concerned about anything happening at school, or if something outside of school is, or could, impact on their learning or behaviour. After all, they spend the most time with them. Changes in family circumstances, living arrangements, illnesses and so on can all possibly affect life at school.

Sometimes a Deputy or the Principal may be needed to support you and or your child; we are always here to listen and take the necessary actions.

However, sometimes a little extra help is needed.

School Psychologist, Miranda Gerson



Miranda is at Treendale two days a week with her priority being to support teachers in the development of appropriate learning programs, particularly for those children who have been identified as being “at risk”. She works alongside teachers to identify particular needs and make adjustments to teaching and learning programs. Miranda's role is also to support the school in risk management and unfortunate times of crisis.

Chaplain, Geoff Harrison



You'll find Geoff at Treendale on Tuesdays & Thursdays. With the support of Youthcare and funding from the Federal Government, Geoff provides individual counselling support to students, families and staff. Depending on the circumstances and reason for referral, sometimes he does a quick “hello”, other times he'll spend longer with individuals. Due to the number of children enrolled at Treendale and Geoff's limited availability, he simply can not see everyone, but he tries! Geoff also runs a 'Peer Mentor Program', a 'Buddy Program', lunchtime games and more. He will always be a smiling face to those feeling a little lonely and make their way to the 'Buddy Bench'. Say “hi” to Geoff next time you're at school.

In this school:

we are **PERSISTENT**,

we are **RESILIENT**,

we are **ORGANISED**,

we are **CONFIDENT**,

we **GET ALONG.**

We are

