

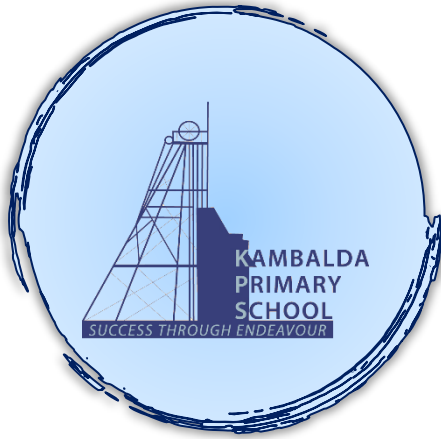


Department of
Education

Shaping the future

KAMBALDA PRIMARY SCHOOL Pastoral Care Policy

Version date: July 2024
Review Date: July 2026



RATIONALE

At Kambalda Primary School the pastoral care of students is fundamental and underpins all aspects of learning. Quality relationships among staff themselves, between staff and students, and between students and their peers support parents and caregivers to know their child is being educated in a safe and caring environment. Meeting the pastoral needs of students instils a sense of belonging and self-worth, contributing to the social, emotional, physical and moral wellbeing of students, supporting their growth as individuals within a community. The provision of a safe, warm, and friendly environment within the school is the responsibility of all staff.

AIM/GUIDING PRINCIPLES

This policy is to inform the school community of the principles and responsibilities in providing effective pastoral care. This policy provides direction for staff at Kambalda Primary School in enacting pastoral care policies, procedures, and guidelines.

- Pastoral care is enacted in school environments which are safe, warm, inclusive and empowering.
- Appropriate confidentiality must be maintained when responding to pastoral issues and concerns, with information being provided to those who have a right or a need to be informed, either legally or pastorally.
- Purposeful training of staff in pastoral care is necessary for the wellbeing of all members of the school community.
- Pastoral care is for everyone and is everyone's responsibility.

ROLES AND RESPONSIBILITIES

SCHOOL	HOME
Teachers ensure that learning takes place in a safe, warm, and friendly learning environment in the classroom.	Families are involved in their child's education by support and encouragement of the child's learning at school and at home.
Teachers utilise a range of teaching strategies in response to perceived needs of students.	Families ensure their child attends school regularly and punctually.
Staff explicitly teach socially acceptable and responsible behaviour which includes social and emotional learning.	Families ensure that their child is prepared for school both physically and emotionally.
Staff promote a sense of achievement through praise, recognition and displays of work.	Families inform the school of any factors which may impact their child's progress and wellbeing.
Teachers accept responsibility for standards of behaviour in own classroom through effective implementation of the school's behaviour policy.	Families support school policies in relation to pastoral care.
Teachers ensure that knowledge of home circumstances and other relevant information is shared with Principal, SEL Leader and other relevant teachers, including handover notes to future teacher.	
Where appropriate teachers will liaise with parents/carers, principal, and, SEL Leader.	
Staff ensure that attitudes, expectations, and actions are influenced by knowledge of particular family situations and/or home circumstances.	

The principal and school leaders play an active role in building and maintaining a positive learning environment where the whole school community feels included, connected, safe and respected.	
The leadership team will provide clear policy framework supporting the well-being of students.	
The leadership team will support structures, programs and personnel to promote student wellbeing, pastoral care and resilience.	
The principal and SEL Leader will support all staff in their efforts to achieve the aims of this Pastoral Care Policy.	
The principal will provide targeted training and professional learning opportunities to school leaders and teachers to support this policy.	
The principal and SEL Leader will monitor, evaluate and review the effectiveness of this policy.	

PROCEDURES

WHAT WE DO	HOW	WHY
Curriculum	Physical, social, and emotional development is promoted throughout health and physical education lessons to align with Curriculum Outcomes.	Students learn to enhance their health, safety, and wellbeing to contribute to building healthy, safe and active communities.
Yarning circles	Conducted daily in classrooms and included in daily planning. Can be used in a range of ways to suit class context and needs such as a sharing circle, morning meeting, reflection of learning at the completion of a lesson. Yarning circle routines and expectations are explicitly taught to students at the beginning of the year.	Contributes to positive classroom culture that values voice and choice, and fosters emotional intelligence and kindness.
Interest based clubs	Teachers run lunchtime and after school clubs utilising their own skills/interests to meet the needs and interests of students.	Promotes inclusion and enables the students to have the opportunity to work alongside students from other class groups. Students can pursue their interests and increase engagement and sense of belonging.
Restorative Practices	Circle pedagogy is a key element, referred to as Yarning Circles at Kambalda Primary School. Circles are both planned each day in all classrooms and conducted incidentally. Circles foster safe, respectful and connected school communities. Restorative conversations support students to identify a problem or conflict and to have a voice both as a victim and perpetrator. Children are supported in repairing harm to	Positive and meaningful relationships are created and nurtured in a restorative environment. Relationships are at the centre of each day, creating a community where each student feels connected and supported, and able to learn. Students are accountable for actions that cause harm to others and for repairing those relationships.

	<p>others to restore relationships in a positive and respectful manner. Students are supported in developing emotional literacy for understanding both their own emotions and those of others, through the use of tools such as feelings wheel.</p> <p>Teachers apply positive psychology tools and strategies to enhance their own wellbeing, as this impacts their ability to work positively and restoratively with students.</p>	
You Can Do It! Lessons and whole school values	YCDI! Website lessons, whole school language promoting social emotional skills. This is part of the induction process.	Evidence based social emotional learning. Teaches attitudes, values/character strengths, social-emotional skills for success, relationships and wellbeing, and overcoming social-emotional blockers.
1-2-3 Magic and emotion coaching	Explicitly teach at the start of the year, and how it provides opportunity to adjust a current behaviour. Used as a whole school response for behaviours in the classroom and playground. This is part of the induction process.	Promotes positive behaviour through low level responses, allowing students to identify and manage their emotional reactions, using tools and strategies to support the development of self-regulation.
Tribes Learning Communities	Classroom agreements, Yarning Circle, energisers, reflection, community building activities for working successfully with partners as well as in triads and tribes. This is part of the induction process.	Promotes a culture which maximises learning and human development through three stages – inclusion, influence and community.
Informal and formal rewards	Merit certificates, YCDI! certificates, Gold notes, Athletics certificates, Magic Words certificates, attendance reward days, Aussie of the Month, gold note prize draw, and attendance Ted.	Recognises all students for individual success. Promotes a culture of celebrating success and high standards.
School assemblies	Three assemblies held per term, each class host/present an item at one assembly as per roster.	All staff and students come together for a shared purpose. Assemblies reinforce the school values and ethos, develop community spirit and build a strong sense of community. Assemblies foster confidence, organisation and leadership in students.
Breakfast Club	Run by P&C volunteers once a week on Friday morning from 8 am and supported by SELL. Donations from Food Bank.	Students who don't eat breakfast at home are able to eat before school, to assist with focus in learning. Breakfast Club improves behaviour, attendance and academic performance. Children feel safe and supported. Breakfast Club is inclusive and students enjoy conversation with each other whilst eating breakfast.
Girls Talk/Boys Club	Lunch time club one day per week run by SELL/staff member.	Promotes positive relationships, identity, improves self-esteem and

		self-talk, empowers students to make better and safe decisions. Provides a support network for students who may not have a trusted support network.
Jump Jam	Whole school participates three mornings per week, led by Jump Jam Team. Students from years 5/6 form Jump Jam team. Concert team chosen to perform at End of Year Concert and other special events e.g. Seniors' Luncheon	Jump Jam motivates children to enjoy exercise. It provides daily fitness for all students across the school. Jump Jam leaders have the opportunity to become role models and further develop their organisation, confidence and leadership skills.
Whole school events promoting inclusion	Harmony Day; NAIDOC Week, Reconciliation Week, Autism Awareness	Diversity is recognised and celebrated, supporting students in developing their own identity and understanding of their community. Inclusion is promoted through these events; families feel welcomed and involved in the school community.
Good work	Referral to office when a student has a piece of work to celebrate, displays of student work in office put together by classes. This will then be entered on Integris.	Individual success is celebrated and recognised, promotes high expectations and students are motivated to succeed.

PHYSICAL

FOOD & WATER

WHAT WE DO	HOW	WHY
Provide fruit for students who do not bring Crunch n Sip	Classroom teachers will use their classroom budget to purchase fruit in their classroom to give to students who do not bring fruit for Crunch n Sip.	Some students consistently do not have fruit for Crunch n Sip. Others do not bring fruit on occasion. Crunch n Sip promotes healthy eating habits and supports meeting the nutritional requirements for children, while providing a break from learning and supporting focus and behaviour. Students do not feel embarrassed or excluded for not having fruit
Make a sandwich for students who do not have lunch provided from home	The office is notified by classroom teacher and a sandwich is made and discreetly provided to the student.	Students at times come to school without food for the day. Children need to eat throughout the day to maintain the focus and regulation required for learning and adhering to behavioural expectations. By discreetly providing lunch, students privacy is maintained, and they do not feel shame or embarrassed.
Fruit and water supplied at school events	P&C volunteers organise fruit and water for students after events eg Faction Carnival, King and Queen of the Mountain	Supplying fruit and water ensures all students have access to adequate hydration and healthy food choices.

HYGIENE

WHAT WE DO	HOW	WHY
Spare clothes in most sizes	Spare clothes stored in office and in classrooms in Early Childhood area to be provided in case of accidents, soiling or other reasons.	To maintain dignity of students who have an accident, they can change into an alternative school uniform for the remainder of the day.
Handwashing and toilet routines	Students are encouraged to use the bathroom and wash hands throughout the day particularly at break times and before going into class each morning. Nurses visit classes to promote handwashing, the health curriculum educates students around the importance of maintaining good hygiene practices.	Healthy hygiene habits are essential in reducing the spread of germs. Learning time is not lost when toilet routines are established and the need for students to use the bathroom during class time is significantly reduced.
Head lice	When a live lice is seen crawling in the hair, the office is notified and a family member notified to collect the child. They are able to return to school once a treatment has been done. A head lice letter is printed by Admin and sent home to all families of students in the class.	Head lice spread between children, causing itchy scalps and can lead to irritable/poor behaviour and reduced focus. Left untreated, infections can occur.

EMOTIONAL

WHAT WE DO	HOW	WHY
Ready to learn area	All classrooms have a designated space with appropriate tools to assist students with regulation and readying themselves to join learning experiences. This is part of the induction process.	Clear strategies are provided for students and supports they can access when they are losing focus or feeling themselves escalate.
On the radar	Email thread for all staff. Notifies a student may require some extra emotional support or monitoring in the classroom and playground.	Staff are aware if a students is having a hard time, this may influence behavioural choices or they may need extra support with friendships.