

Standard Seven **Child Safe**

Strategies to promote the participation and empowerment of children (Child Safe Standard 7)

Echuca Primary School endeavors to create an environment in which every child feels happy, safe and important.

In order that children develop the values of our schools class and school rules are developed. These are supported by a set of logical consequences. Individual classroom rules are developed by students and teachers during the 'Relationship Building Focus' at the beginning of each year. These are displayed in each classroom.

Relationships between students, staff and the community are enhanced through the foundations and strategies of **POSITIVE BEHAVIOURS IN SCHOOLS, RESTORATIVE PRACTICE, CIRCLE SOLUTIONS, RESPECTFUL RELATIONSHIPS, and CALMER CLASSROOMS**

By increasing each child's self-esteem and reinforcing desirable behaviour, the need to implement strategies to modify inappropriate behaviour is reduced.

Student engagement and school connectedness is vital for effective student learning. Student engagement can be defined in three components.

- **Behavioural** engagement - a student's participation in education, including academic, social and extracurricular activities of the school.
- **Emotional** engagement – a student's emotional reactions in the classroom and in the school, a sense of belonging and connectedness.
- **Cognitive** engagement – a student's investment in learning and their intrinsic motivation and self-regulation.

Behavioural Engagement is promoted by:

- a focus in Term 1 on routines and classroom rules/ building relationships – First 20 Days
- Implementation of the Echuca PS Student class agreements and teachers staged response. involving all children in negotiated classroom rules/responsibilities
- focusing on healthy relationships program and values in topics that include Interpersonal relationships such as the you can do it program – see school planning documents
- explicitly teach the school values
- promoting importance of appropriate behaviour
- clearly articulating appropriate behaviours
- ensuring that all staff have clear expectations and understanding of Positive Behaviours Framework
- implementing Individual Learning Plans (ILP) and behaviour management plans where appropriate
- providing a buddy program across the school
- providing alternate lunchtime activities
- promotion of anti-bullying programs

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Emotional Engagement is promoted by:

- ensuring that interpersonal relationships have a focus in planning for the beginning of each year in each level
- promoting 'emotional intelligences' through CIRCLE SOLUTIONS- Emotional Literacy- Sue Roffey
- developing cooperative group activities
- providing a buddy program across the school
- providing the opportunity to be involved in the Student Action Team and assist in the organisation and promotion of special school social service fund raising days
- providing student leadership opportunities
- providing opportunities to present items at assembly
- promote attitudes of gratitude

Cognitive Engagement is promoted by:

- The commitment to 10 hours of Literacy and 6 hours of Numeracy instruction per week.
- planning an Integrated Curriculum that is stimulating, challenging and relevant
- ensuring thorough and careful planning of integrated topics of work which present a variety of ideas, skills and challenges in which all Victorian Curriculum achievement standards are covered in a sequential manner
- catering for individual learning styles
- Integrating thinking skills through the use of the visible learning instruction model where the learning intentions, success criteria and quality feedback as part of all lessons and planning.
- making connections from curriculum work to real life experiences
- planning excursions and incursions related to the topic of work for the term
- planning and organising school camps related to topics of work
- providing Year 1 Literacy Intervention Program –Reading Recovery and intervention groups
- providing special needs support - Learning intervention and learning enrichment (Prep to Year 6)
- offering learning enrichment/extension opportunities
- encouraging independent learning
- integrating the use of ICT throughout the curriculum
- promoting communication through ILP's where appropriate
- Visible learning- goal setting

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Across Whole School	Class Levels	Community / Parent linked
Circle Time Concerns/compliments	Student Leadership	Transition Information Sessions
School Assembly and awards- Student of the Week	Open Learning Spaces – Grade 3-6 Bring your own IPad	Whole School/Community activity days Mother's Day/Father's Day
Differentiated Curriculum Visible Learning Team Teaching	Reading Recovery Gr 1	Fete & Fundraisers Committee
Explicit teaching of: School Values and Attitudes and Behaviours for Learning	Sports Program at level and across schools, zone, district and state level	Reconciliation Week KESO Support
Monitoring of attendance (COMPASS)	Buddy Program - Foundation & 5/6, Level 1/2 with Level 3/4	Literacy/Numeracy Week Activities/ Family Sessions
Excursions/Incursions	Swimming Program – Open Water Safety	ANZAC Day Service
Daily Fitness Program	Camp Program	
Integration Support Program	Public Speaking – Grade 3-6	Parent Trivia Night/Gala Ball
Drug Education – Asthma/ Anaphylaxis Education	Transitions: Preschool- Foundation, Yr. 6-7 & within the school	'One and All'- Campaspe Inclusion Project
Cultural/Harmony Days	Pet parade Easter Bonnet	Coat drive, Christmas gifts,
ICT rich environment Esmart Program	Bike Education/ Ride to School Days	Parent Helpers Training
Music/Drama Incursions	Choir/ Jam Band/Instrumental music	Parent/Teacher Interviews with Student Lead focus
Student Action Team	CLUBS Programs	
Support for students with disabilities	EYKLNPTutoring	Work Experience
Disco	Buddy Program - Foundation & 5/6, Level 1/2 with Level 3/4	Welcome Night
Sun Smart Program		
Recycling/ Sustainability Program	100 days of school	Book Week and Book Fair Activities
First Aid in Schools		Reconciliation – Football/Netball Day

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Rights and Responsibilities

Every member of the Echuca Primary School community has the right to fully participate in an educational environment that is safe, supportive and inclusive. The school provides a positive culture and environment free of discriminatory behaviour- including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, cyber-bullying, vilification, violence, intimidation abuse and exclusion. Everyone deserves to be treated with respect and dignity.

We adhere to the principles of:

The Equal Opportunity act

<http://www.det.vic.gov.au/hrweb/divequity/eeo/eoact.htm>

The Charter of Human Rights and Responsibilities Act 2006, which sets out 20 rights that reflect the following four basic principles: FREEDOM RESPECT EQUALITY DIGNITY

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm>

The Disability Standards for education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm> Building Respectful and Safe schools:

<http://www.education.vic.gov.au/healthwellbeing>

Rights

Students have the right:-

- To work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.
- To play and learn happily without interference from others
- To be accepted and valued as an individual
- To be treated and spoken to fairly and respectfully
- To have equal access to school facilities and equipment
- To fully participate in the school's educational program.

Staff members have the right:-

- To be treated with respect
- To be able to perform duties without harmful and disruptive influences
- To work in a safe, pleasant and harmonious environment

Parents and Carers have the right:-

- To know that their children are in a safe, happy, learning environment where they are treated fairly and with respect.
- To work in partnership with the school to support their child's education.
- To expect a positive and supportive approach to their child's learning.

Echuca Primary School

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Responsibilities

Student responsibilities are:-

- To contribute and be involved in learning situations.
- To be thoughtful, respectful and courteous towards others
- To ensure they do not disrupt the learning opportunities of others.
- To be positive ambassadors for our school: travelling to and from school, on excursions, camps, special events, etc.
- To make a positive commitment to doing homework.
- To respect the rights of teachers, teachers, fellow students, school support staff, ancillary staff and visiting community members.
- To obey classroom and school rules and accept the consequences for non-compliance.
- To contribute to the school's clean and healthy environment.
- To maintain school standards of dress in accordance to the uniform and 'Sun smart Policy'

Staff responsibilities are:-

- To maintain and contribute to a school climate where all students have the opportunity to learn and play happily in a positive environment
- To provide opportunities for all students to experience personal success.
- To develop positive values within students
- To treat all students equally and with respect
- To communicate regularly with parents/carers about their child's education and behaviour.
To continually evaluate student learning, management and teaching practice.

Parent & Carers responsibilities are:-

- To promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- To ensure their child attends school regularly and is punctual.
- To engage in regular and constructive communication with school staff regarding their child's development
- To support the school in maintaining a safe and respectful learning environment for all students.
- To inform teachers on any relevant medical and family situations.
- To be aware of and encourage your child to observe the school Code of Conduct built into the Student Engagement Policy

Shared Expectations

Echuca Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

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The values of the Echuca Primary School community are demonstrated by the following shared expectations and behaviours:

Expectations - Staff Engagement

The school leadership team will:

- uphold the right of every child to receive an education
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- collaborate with the school community to develop policies and procedures consistent with its values and aspirations and the DET Guidelines
- collaborate to identify the diversity of the school community and deliver teaching and learning educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs

Teachers will:

- develop flexible teaching styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture in and outside the classroom

Attendance

In compliance with DET procedures school staff will:

- promote regular attendance with all members of the school community
- monitor and follow up on absences and late arrivals

Behaviour

Echuca Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. We are committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The school leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

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Teachers at Echuca Primary School will:

- use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- teach students social competencies through curriculum content and pedagogical (teaching) approach
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate / supportive atmosphere with other school staff to share strategies and assist each other to reflect on one's own behaviour management approaches
- involve appropriate specialist expertise where necessary

Expectations – Student Engagement

All students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences
- participate in the range school activities

Attendance

All students are expected to come to school every day that the school is open to students. If students are unable to attend an explanation from their parents/carers must be provided to the school. Students should arrive at school on time and ready to learn.

Behaviour

Students are expected to:

- support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- be aware of the school rules and expectations regarding all forms of anti-social behaviour

Expectations – Parents/Carers Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also help the school to provide student-centered responses by providing all relevant information to the school.

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- Parents/carers are expected to actively participate in supporting their child's learn by building a positive relationship with the school through attendance at student - parent - teacher meetings, student activities, school celebrations, student support groups and responding to communications including the student dairy in a timely manner.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavors both in and out of school.

Actions & Consequences Appropriate Behaviour

Echuca Primary School will follow the School Wide Positive Behaviours Framework. See Appendix 1 Inappropriate Behaviour

All school staff members follow the Positive Behaviours Framework Flowcharts when responding to negative behaviours at school refer appendix 1.

Appropriate Behaviour

- Teacher acknowledgement and positive feedback
Reward points/Stickers
- Positive comments in diaries
Positive phone calls home
- Values Awards: Student of the Week / My School Too
Recognition at school and Area assemblies Newsletter
items recognising achievements Leadership
opportunities
- Comments in Student Reports The
right to represent the school
Awards ceremonies
- Positive references
- Scholarships at the end of Year 6

Evaluation:

Child Safe Standards 7 (Strategies to promote the participation and empowerment of children) was endorsed by School Council on: 29/05/2019

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Appendix One

Echuca Primary School Behaviour Flowchart

