



## WATTLE PARK PRIMARY SCHOOL

# RESPONSE TO CHILD SAFE STANDARD 7

## CHILD SAFE STANDARD 7

### Element 1 Strategies: Standards of behaviour for students attending the school

#### Are there standards of behaviour in place for students attending the school?

Our school has clear and consistent standards of behaviour for students attending the school. These standards of behaviour flow from our School Values: Respect, Encourage, Value, Care, Challenge and to be Responsible. The values are referred to by teachers frequently, noted on our school website [here](#) and are the lense through which we form all our day-to-day interactions. We provide a detailed description of the behaviour that we expect from all students in our [Student Code of Conduct Booklet](#) noted under CSS 7. All students, both current and new, receive a copy of the Student Code of Conduct annually.

The Department of Education and Training's Student Engagement and Inclusion Guidance requires all government schools to develop a Student Engagement Policy. In developing this policy Wattle Park Primary has:

- worked with the school community to set/review shared values and a vision
- considered if the school environment is inclusive and empowering and provides opportunities for students to take responsibility and be involved in decision-making.

Our Student Engagement and Wellbeing Policy can be found [HERE](#).

Our Student Representative Council, representatives of which are elected from each class, promote their role as facilitators of change, who work with and on behalf of all students, receiving, evaluating and addressing student based concerns. They review and make improvements to the school and provide opportunities for students to share in decision-making regarding student participation, behaviour and environment.

We administer the Attitudes to School Survey each year to our year 3-6 students. This gathers data to support student wellbeing, engagement, school improvement and planning in schools. The survey captures students' attitudes and experiences at school and is aligned with the Department's Framework for Improving Student Outcomes (FISO). We use the data from this survey to consider if the school environment is inclusive and empowering and take action accordingly. This provides opportunities for students to take responsibility and be involved in decision-making

Through our school leadership teams and our 'Buddies' program, older students role-model behaviour expectations to younger students. This promotes pro-active and consistent student behaviour across the school, and supports the development of students' emotional and social learning. Note our [Buddies Policy](#).

Students from each class are acknowledged at a weekly assembly with awards that specify the school value that has been displayed by the students.

Restorative Practice is a strategy used by staff to address issues that arise between students. This practice empowers students to speak up and be heard. This practice encourages the repair of relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and a change in the victim replacing negative emotions with a positive resilient attitude. Further information on this strategy can be found [HERE](#).

Student standards of behaviour also extend to online environments. WPPS recognises the importance of privacy and the need for students to be safe and responsible users of digital technologies. We believe that explicitly teaching students about safe and responsible online behaviours is essential, and is best taught in partnership with parents/guardians. At Wattle Park Primary School we:

- support the rights of all members of the school community to engage in and promote a safe, inclusive and supportive learning environment;
- have a Digital Literacies Policy that clearly states our expectations including actions and consequences for inappropriate behavior;
- educate our students to be safe and responsible users of digital technologies

Further information regarding our Digital Literacies Policy can be found [HERE](#).

## **Element 2 & 3 Strategies: Healthy and respectful relationships (Including sexuality)**

### **Is the school delivering respectful relationships and resilience education in alignment within the learning standards under Personal and Social Capability and Health and Physical Education in the Victorian Curriculum?**

Our WPPS School Values promote the development of caring and respectful relationships between students and other students and adults. This includes communicating positively with one another, and staying open-minded to diversity. In conjunction with the School Values mentioned above Wattle Park utilises a number of other strategies to promote healthy and respectful relationships including:

Wattle Park Primary School has been involved with the Respectful Relationships program since 2017. It forms part of our Positive Climate for Learning initiative. We were a first adopter of this program and it is part of our primary prevention initiative to reduce family violence. Respectful Relationships promotes respect and gender equality and helps students learn how to build healthy relationships. It prepares students to face challenges by developing problem-solving skills and building resilience and confidence. A whole school approach is adopted as we integrate this program in all year levels of the school and the activities often contribute to our Buddies program.

Our school adopts inquiry-based learning, where students are encouraged to become increasingly independent, problem-solve, source their own answers and make and learn from their mistakes. This approach contributes to our Whole Part Whole school pedagogy noted in our Strategic Plan and exemplified in our school planning templates. Supporting this approach is our School Vision. This is noted in our Strategic Plan and states, based on what is emerging and changing now, we can say that:

- Our lives and work lives will be swept by regular waves of change
- More work will involve international connections and citizenship will gain a more global focus
- More work will be multidisciplinary, involving new kinds of collaboration
- Far more jobs will mean working intimately with digital machines and intelligent systems
- More elements of work and life will use visual communication
- The world will be battling sustainability issues in ways that will affect most workers
- Citizenship responsibilities will only grow more complicated as societies confront new issues.

How to prepare a child for an uncertain range of possible futures and for steady change is through what we as a school community is outlined in the 9 guiding beliefs and principles by Mr. John B. Mahaffie (Leading Futurist LLC).

- Love of Learning
- Skill at learning
- Self-knowledge
- People sense
- Communication
- Worldliness
- Comfort with complexity
- Goal setting
- Open minds

These guiding beliefs are visible around the school and referred to in our Start Up Program where they are investigated by the students .

## **Is the school delivering sexuality education in alignment within the learning standards under the Personal and Social Capability and Health and Physical Education within the Victorian Curriculum?**

Wattle Park Primary School delivers sexuality education in alignment with the Victorian Curriculum. Utilising a program suggested by the Victorian Department of Education, our year 5 and 6s participate in a series of sessions that cover issues including sexuality, gender identity, bullying awareness and respectful relationships.

As part of this program an information night is held to answer questions about and inform parents of the content and intended delivery.

## **Element 4 Strategies: Child Abuse Awareness and Prevention**

### **Is the school delivering child abuse awareness and prevention education and meeting the relevant learning standards within the Victorian Curriculum?**

The Child Safe standards are promoted and taught to students in a child-friendly manner. All staff have completed professional development and training on child safety, and have been provided with support and resources to manage and report suspicions and disclosures of child abuse.

Students complete child safe lessons to identify who trusted adults are, and to encourage students to report any concerns or unsafe incidents to trusted adults. PROTECT documents are up in every classroom to promote child safety and adults obligations to help children, and to encourage children to disclose abuse.

Students in Grades 3 to 6 complete a student opinion survey on their perspective of child safety, bullying and relationships with adults at our school.

Our school has a Child Safe policy, code of conduct and strategies, and a child abuse reporting procedure in place to ensure the safety all children in our education and care. All documents are publicly available on our website for all members of our community to view and use, and to learn from. Further information can be found [HERE](#).

### **Have staff at the school undertaken mandatory reporting training and familiarised themselves with the Four Critical Actions: Responding to Incidents, Disclosures and Suspicions of Child Abuse.**

So that WPPS staff are aware of their roles and responsibilities in protecting the safety and wellbeing of students, Each staff member completes Mandatory Reporting training at the beginning of each school year ensuring they:

- understand their various legal obligations to report and take other reasonable steps to discharge the duty of care that may be owed to the child or young person
- identify indicators that a child or young person has been, is being, or is at risk of being abused
- make a report about a child or young person who has been, is being, or is at risk of being abused.

Student Health and Wellbeing is always an agenda item at staff meetings and team meetings, held weekly. Principal and Assistant Principal immediately follow up any concerns raised.

**Ratified by School Council 19.5.2020**