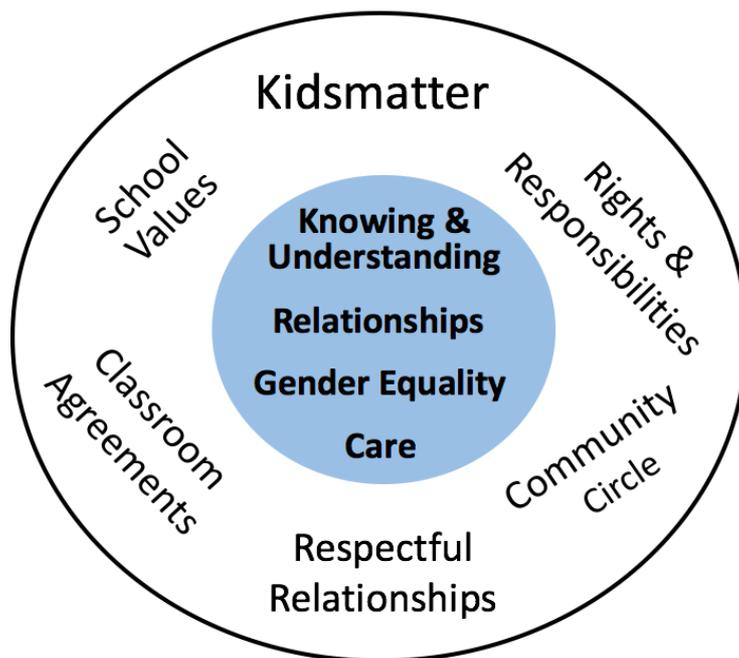




Ivanhoe East Primary School

Whole School Approach to Wellbeing

The whole school approach to wellbeing at Ivanhoe East Primary School consists of the following essential, interconnected elements, which together promote knowing and understanding of one another, positive relationships, gender equality and care within our community.



Our Values

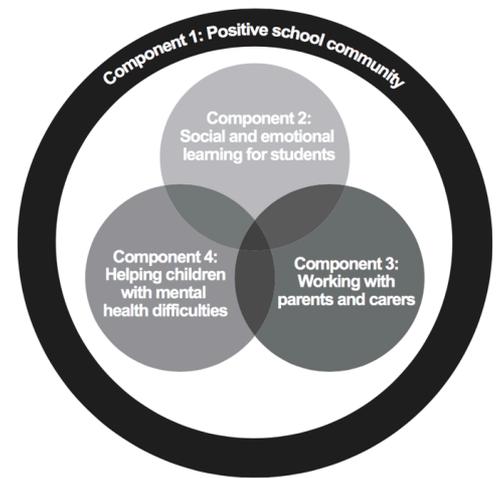
Ivanhoe East Primary School has six core values, which reflect our shared beliefs, understandings and view of our desired future and underpin how we operate.

Learning	<i>finding out about new things and improving your knowledge;</i>
Caring	<i>looking after people, their things and our environment;</i>
Co-operation	<i>being positive in our work and play;</i>
Respect	<i>respecting other people's thoughts, ideas, work and property;</i>
Integrity	<i>being honest, just, fair, responsible and loyal according to our school values and</i>
Fun	<i>enjoying what you are doing when learning and playing</i>

Kidsmatter

KidsMatter Primary is a whole-school approach to children's mental health and wellbeing for primary schools.

Ivanhoe East Primary School is currently working through the four components of Kidsmatter to create a positive school community and develop and strengthen our focus on wellbeing.



Respectful Relationships

Respectful Relationships is an evidence-based whole school approach to promoting positive relationships, social and emotional skills and gender equity within our school community.

It has been developed to tackle family violence through education and was a recommendation of the Royal Commission into Family Violence. Evidence is clear that efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing.

Learning materials are accessible for each year level for students to develop their social and emotional understandings and skills. The Respectful Relationships learning materials have been produced to align with the Victorian Curriculum.

Community Circle

Community circle is time for students to come together in the morning and at the end of the day to build a strong, inclusive class community.

Expectations and Non-negotiables

The expectations during community circle may vary from class to class, but the non-negotiables are:

- appreciation of others (i.e. no put-downs)
- listen attentively
- respect everyone
- right to pass (students can pass when it's their turn)

Discussion Topics

Discussions can vary according to the classroom needs and teacher discretion. They could focus on:

- reflection on the day or reflection on behaviour
- sharing information about ourselves
- discussing issues from the class or in the world
- posing questions to one another

No-hands up

During discussion time, it is valuable to use the 'no hands up' rule and fairly select students at random so that all students are included and all students are required to think.

Rights and Responsibilities

Rights and responsibilities of students, teachers and parents are to be used to set clear expectations of how we treat one another and what responsibility we have in creating a positive school environment.

The rights and responsibilities of students are to be used with students when discussing behaviour and expectations and are to be displayed clearly in learning spaces. Classroom Agreements are to be developed in each class according to the rights and responsibilities, to clearly outline what these expectations look like, sound like and feel like in classrooms.

Shared Expectations

At Ivanhoe East Primary School, we acknowledge our responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Our school shared expectations include:

- Inclusive teaching practices
- Rights and responsibilities and classroom agreements clearly displayed in each classroom and referred to
- Positive behaviour management
- Daily community circle
- Weekly social and emotional teaching/learning
- Use and reference to the school's values
- Use and reference to the Behaviour Flow Chart
- Parent/carer partnerships and liaison
- Provision of appropriate student services

Positive Behaviour Management

Ivanhoe East Primary School practices and believes in using positive behaviour management and preventative measures to manage student behaviour and support choices. We firmly believe that discipline techniques are most effective when children feel cared for and know that their needs will be met.

Examples of positive behaviour techniques:

- Positive attention
- Praise
- Quality time
- Setting expectations and limits
- Giving choices
- Whole class rewards

IEPS Rights and Responsibilities

STUDENTS

RIGHT

RESPONSIBILITIES

To learn and grow to our full potential

- Respect everyone's right to learn
- Use learning time productively
- Listen to and work with others
- Try my best and have high expectations
- Share my ideas and opinions about how I learn
- Celebrate our effort, success and learning

To make friends and feel that I belong

- Be kind and empathetic
- Accept others and their differences
- Play by the rules
- Listen to our peers and teachers
- Include others and give everyone a go
- Speak up when something is not right

To a safe, clean and healthy environment

- Make safe choices and good decisions
- Find help when something is unsafe
- Show school values and expectations
- Care for my school and respect its property
- Clean up after myself

To make mistakes and learn from them

- Always have a go even if it seems difficult
- Show a growth mindset
- Be persistent in my learning
- Take responsibility for my actions and choices I make
- Ask questions and clarify understandings
- Encourage and support others

To be respected, valued and treated equally

- Be kind and inclusive
- To not judge others based on their abilities, gender or age
- To care for others
- Help others not just our friends
- To cooperate with the teachers
- Listen attentively to others
- Be honest
- To wear our uniform with pride
- Accept other people's difference
- Stand up for equality

IEPS Rights and Responsibilities

TEACHERS

RIGHT

- Expect that they will be able to teach in an orderly and cooperative environment
- Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning programs
- Be respected and treated as professionals

RESPONSIBILITIES

- Adhere to and implement the IEPS Student Engagement policy in a fair, reasonable and consistent manner
- Demonstrate a thorough knowledge and understanding of how students learn and how to teach them effectively
- Demonstrate a thorough knowledge and understanding of the curriculum content they teach
- Use a range of teaching strategies and resources to engage students in effective learning plan and assess for effective teaching
- Demonstrate a knowledge and awareness of the individual needs of the students in their care
- Create and maintain a safe and challenge learning environment

See VIT – Code of Conduct for further details

IEPS Rights and Responsibilities

PARENTS

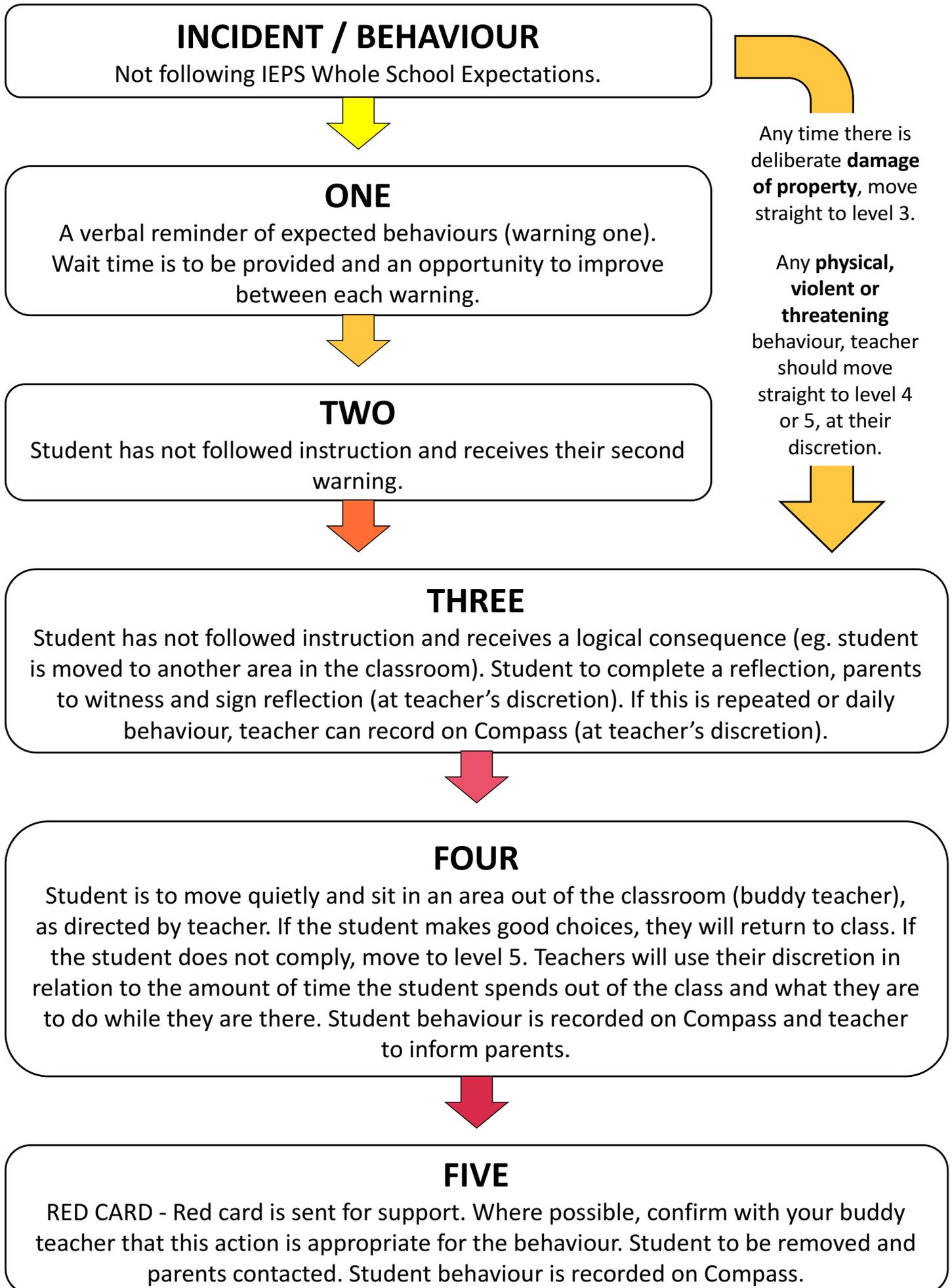
RIGHT

Express that their children will be educated in a secure environment in which care, courtesy and respect for the right of other are encouraged

RESPONSIBILITIES

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours
- Ensure their child's regular attendance
- Engage in regular and constructive communication with school staff regarding their child's learning
- Adhere to the school's communication policy, which outlines the appropriate channels and processes for communication with school staff
- Support the school is maintaining a safe and respectful learning environment for all students

IEPS WHOLE SCHOOL BEHAVIOUR FLOW CHART



Flowchart Protocols

- At Stage 3, students are to complete a reflection on their behaviour. The reflections will be kept by the teacher throughout the year to document behaviour. If multiple reflections are completed due to inappropriate choices, parents are to be informed. Reflections may be sent home to be signed and returned by parents, at teacher's discretion. Teachers can also require students to complete reflections at level 4 and above.
- At levels 4 and above or whenever a behaviour is reported on Compass, teachers must discuss the incidents and behaviour at their next team meeting. This is designed to support teachers managing students and to promote discussion about alternative strategies.
- At level 4 and above, teachers are expected to report behavioural issues to parents.
- At level 5, teachers to send two trusted students with a red card to find assistance. The assistance may vary on the day. The Leadership Team, Teacher Mentor or available teachers may assist. Direct students to an appropriate support person and if they cannot find assistance, they can report to the office.
- The teacher present during the incident or behaviour must be the one to follow up any consequences or make parent contact. This teacher also needs to ensure that the regular classroom teacher is informed.
- Teacher's to establish a buddy teacher at the beginning of the year with their teaching team. Ideally this person should be located as close as possible to the classroom. A backup buddy should be determined within your teaching area.
- Flow chart and warning system to be applied during recess and lunch. Ensure that the classroom teacher is informed.

Logical Consequences

Consequences should be agreed and discussed with students. Consequences could include:

- Moving the student / quiet time
- Make up time at recess or lunch
- Clean up mess made / fix broken things
- Writing a reflection or apology letter
- Removal of privileges (eg. access to technology)

Students are not to be removed from their classroom unless it is to go to another classroom or learning space.

They should not be left unsupervised in corridors or other areas.

IVANHOE EAST PS REFLECTION

What happened? Describe the behaviour or event.

How did that make you feel?

Circle which of the IEPS rights you impacted.

- *To learn and grow to my full potential*
- *To make mistakes and learn from them*
- *To make friends and feel like I belong*
- *To a safe, clean and healthy environment*
- *To be respect, valued and treated equally*

Which values did you impact?

Cooperation Integrity
Respect Fun
Caring Learning

How did you impact this value/right?

How are you going to make things right? (eg. write an apology, clean up the mess)

What are your responsibilities to make sure this does not happen again?

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT



YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act, by following the 4 critical actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.

You **must** use the **Responding to Suspected Child Abuse** template to keep clear and comprehensive notes. (eg, if the victim or another person tells you about the abuse).

* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**.

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000** for urgent medical and/or police assistance to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

You **must** report all instances of suspected child abuse involving a school staff member, contractor or volunteer to Victoria Police.

You **must also** report internally to:

- GOVERNMENT SCHOOLS**
 - School Principal and/ or leadership team
 - Employee Conduct Branch
 - DET Security Services Unit
- CATHOLIC SCHOOLS**
 - School Principal and/ or leadership team
 - Diocesan education office
- INDEPENDENT SCHOOLS**
 - School Principal and/ or school chairperson

For suspected student sexual assault, please follow the **Four Critical Actions: Student Sexual Offending**.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION
You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report to:

- GOVERNMENT SCHOOLS**
 - School Principal and/ or leadership team
 - DET Security Services Unit
- CATHOLIC SCHOOLS**
 - School Principal and/ or leadership team
 - Diocesan education office
- INDEPENDENT SCHOOLS**
 - School Principal and/ or chairperson

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

3 CONTACTING PARENTS/CARERS

Your Principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- not to contact** the parents/ carer (eg, in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a **Student Support Plan** in consultation with wellbeing professionals. This is an essential part of your duty of care requirements. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION AREA
North Division **1300 664 977**
South Division **1300 655 795**
East Division **1300 580 391**
West Division (Rural) **1800 075 599**
West Division (Metro) **1300 664 977**

AFTER HOURS
After hours, weekends, public holidays **13 12 78**

CHILD FIRST
www.dhs.vic.gov.au

VICTORIA POLICE
000 or your local police station

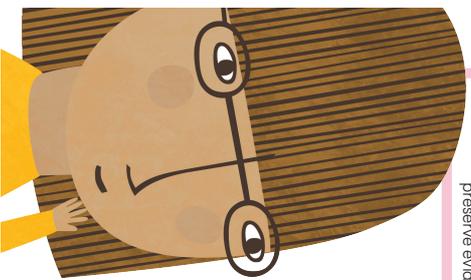
DET SECURITY SERVICES UNIT
(03) 9589 6266

STUDENT INCIDENT AND RECOVERY UNIT
(03) 9651 3622

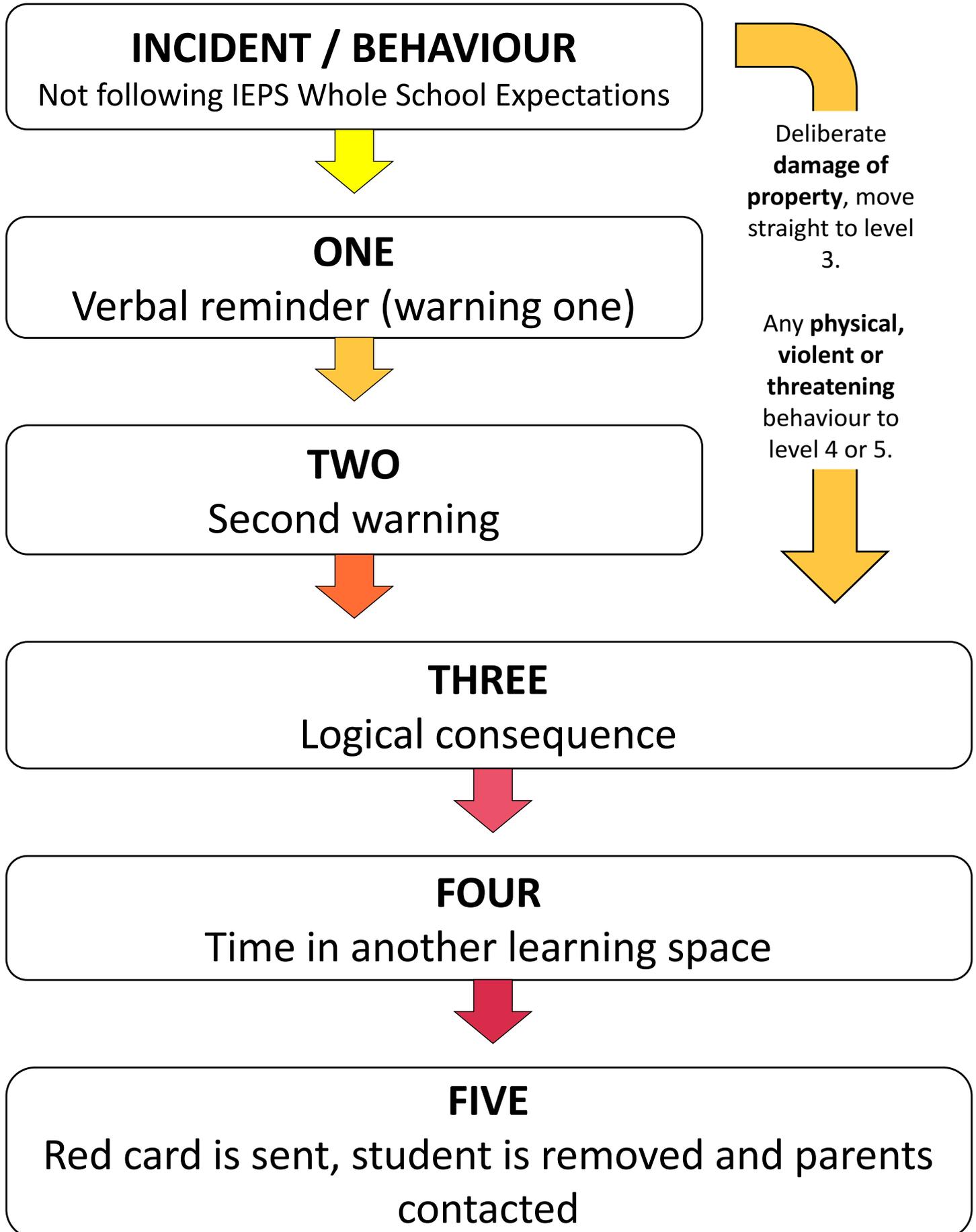
EMPLOYEE CONDUCT BRANCH
0637 2595

DIOCESAN OFFICE
Melbourne (03) 9267 0228
Ballarat (03) 5337 7135
Sale (03) 5622 6600
Sandhurst (03) 5443 2377

INDEPENDENT SCHOOLS VICTORIA
(03) 9925 7200



IVANHOE EAST PS BEHAVIOUR FLOW CHART



IVANHOE EAST PS RIGHTS & RESPONSIBILITIES

To learn and grow to our full potential

- Respect everyone's right to learn
- Use learning time productively
- Listen to and work with others
- Try my best and have high expectations
- Share my ideas and opinions about how I learn
- Celebrate our effort, success and learning

To make friends and feel that I belong

- Be kind and empathetic
- Accept others and their differences
- Play by the rules
- Listen to our peers and teachers
- Include others and give everyone a go
- Speak up when something is not right

To a safe, clean and healthy environment

- Make safe choices and good decisions
- Find help when something is unsafe
- Show school values and expectations
- Care for my school and respect its property
- Clean up after myself

To make mistakes and learn from them

- Always have a go even if it seems difficult
- Show a growth mindset
- Be persistent in my learning
- Take responsibility for my actions and choices I make
- Ask questions and clarify understandings
- Encourage and support others

To be respected, valued and treated equally

- Be kind and inclusive
- To not judge others based on their abilities, gender or age
- To care for others
- Help others not just our friends
- To cooperate with the teachers
- Listen attentively to others
- Be honest
- To wear our uniform with pride
- Accept other people's difference
- Stand up for equality