



## STRATEGIES TO PROMOTE CHILD EMPOWERMENT AND PARTICIPATION - STANDARD 7

### DELIVERY OF APPROPRIATE EDUCATION

|   | <b>Prep</b>   | <b>Year 1/2</b>   | <b>Year 3/4</b>   | <b>Year 5/6</b>  | <b>Whole School</b>   |
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| <b>Standards of Behaviour for Students</b>    | <p>Introduce School Rules<br/>Promote school rules throughout the year</p> <p>School Positive Behaviour approach and process</p> <p>Star Charts for positive behaviour reinforcement</p> <p>Explicitly teach expectations for appropriate manners</p> <p>Restorative practice approach.</p> | <p>Revisit school rules in depth at the beginning of the year through discussions and illustrations - what these look like, feel like, sound like.</p> <p>Promote school rules throughout the year, through modelling, referring to the rules etc.</p> <p>Star Charts for positive behaviour.</p> <p>Restorative practice approach.</p> <p>School Positive Behaviour approach and process</p> | <p>Revisit school rules and consequences in depth at the beginning of the year by discussing and illustrating what these look like, feel like, sound like.</p> <p>Promote school rules throughout the year</p> <p>Positive classroom behaviour reinforcement awards e.g star charts, class dojo</p> <p>Restorative practice approach.</p> <p>School Positive Behaviour approach and process</p> | <p>Revisit school rules in depth at the beginning of the year through discussions and illustrations.</p> <p>Create a class display of the school rules (what they look like etc.)</p> <p>Promote school rules throughout the year</p> <p>Positive classroom behaviour reinforcement rewards.</p> <p>Restorative practice approach.</p> <p>School Positive Behaviour approach and process</p> | <p>Whole School Positive approach to student behaviour</p> <p>Common language in terms of rules / consequences</p> <p>Refer back to the rules throughout the year.</p> <p>National Day of Action against Bullying</p> <p>Doing it Right / Aussie of the Month / Principal Awards</p> <p>Year 6 Wellbeing / Social Justice Leaders</p> |
| <b>Healthy &amp; Respectful Relationships</b> | <p>Circle Time - fair and good friendships</p> <p>R.E. Units</p> <p>Better Buddies between Year 6 and Preps.</p> <p>Orange Day- anti bullying activities.</p>   | <p>Circle time - exploring friendships</p> <p>R.E units</p> <p>Encouraging appropriate behaviour choices</p> <p>Cooperative group skills development and</p>  | <p>Circle time - relationships and how these can be maintained in a positive way.</p> <p>R.E Units that focus on respectful relationships.</p>  | <p>Circle Time - Peer support and relationships</p> <p>Better Buddies between Year 6 and Preps.</p> <p>R.E units</p> <p>Encourage respectful behaviour and use of manners (to teachers,</p>  | <p>Circle Time</p> <p>Better Buddies Program</p> <p>Whole school promotion of values / behaviours e.g manners</p> <p>Welcoming environment</p> <p>Encourage parent engagement</p>   |

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|   |  | <p>practice through explicit teaching and modelling.</p> <p>'Working Together'<br/>Integrated Studies Unit</p>   |  | peers, parents etc.)   | <p>Communication with parents (newsletters, FB, Up-dated App)</p> <p>Restorative Practice</p> <p>'Colour Days:<br/>Orange: Bullying<br/>Purple: Buddies<br/>Yellow: Happiness / Kindness Red: Child Safety</p> <p>Inquiry Big Idea: 'Health and Wellbeing'</p> |
| <b>Resilience</b>                           | Circle Time - focuses on resilience and resilient behaviour  | Circle Time - focuses on resilience and resilient behaviour  | Circle time focus on 'Mindset' and confidence.   | Circle Time - focus on resilience and confidence.<br><br>Transition Program: Year 6 - Year 7   | Circle Time<br><br>Information nights for parents  |
| <b>Child Abuse Awareness and Prevention</b> | Red Day focus on Child Safety  | Red Day focus on Child Safety  | Red Day focus on Child Safety  | Red Day focus on Child Safety  | Red Day focus on Child Safety<br><br>Daniel Morcombe units of work and resources   |
| <b>Empowering Student Voice</b>             | <p>Junior School Council</p> <p>Circle time empowers students to be heard by their peers and teacher.</p> <p>News time, running assemblies, class discussions.</p> <p>Our school's commitment to restorative practice allows students to have a voice when dealing</p> | <p>Junior School Council</p> <p>Circle time empowers students to be heard by their peers and teacher.</p> <p>Our school's commitment to restorative practice allows students to have</p> | <p>Junior School Council</p> <p>Circle time empowers students to be heard by their peers and teacher.</p> <p>Our school's commitment to restorative practice allows students to have</p> | <p>Junior School Council</p> <p>Circle time empowers students to be heard by their peers and teacher.</p> <p>Student Leadership Program / Student Leadership Days</p> <p>Our school's commitment to restorative practice allows students to have a voice when dealing with issues.</p> | <p>Junior School Council / Hobsons Bay Junior Council</p> <p>Student Leadership Program</p> <p>Circle time empowers students to be heard by their peers and teacher.</p> <p>Social Justice focus (stalls)</p>  |

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|  | with issues.<br><br>Enforcing the school rule: Listen to the speaker, to constantly reinforce that everyone's opinion or idea is valued. | a voice when dealing with issues.<br><br>Enforcing the school rule: Listen to the speaker, to constantly reinforce that everyone's opinion or idea is valued.      | a voice when dealing with issues.<br><br>Critical feedback from oral presentations. During Literature Circles, students contribute to discussions and build on others' opinions. | Critical feedback from oral presentations.<br>During Literature Circles, students contribute to discussions and build on others' opinions.<br>Maths 'share time' to voice opinion. | Assembly<br><br>Suggestion boxes   |
| <b>Curriculum Focus</b>                        | People Who Help Us to Stay Safe<br><br>Camp Program: Breakfast and getting dressed for school  | Healthy Minds, Healthy Bodies - identifying what keeps us physically, socially and emotionally healthy<br><br>Camp Program: Extended Day at School with activities | Personal Health and external influences on decisions e.g. the media, peers<br><br>Camp Program: Year 3: Extended Day excursion<br>Year 4: 2 night / 3 day camp                   | Wonder of Living Drug Education<br><br>Camp Program: Year 5: A Big Day Out<br>Year 6: 2 night / 3 day camp   | Guest Speakers: Alannah & Madeline Foundation: Working with Children who have experienced trauma<br><br>Protect: Recognising & Reporting Abuse |
| <b>Opportunities for Growth in our Program</b> |  |  |  | Healthy and Respectful Relationships leading into the Wonder of Living   | Scope and sequence for Health & Human Development  |

## **2. MAKING CHILD SAFETY STANDARDS ACCESSIBLE TO CHILDREN**

Posters prominently displayed in classrooms and around the school:

- School rules
- Social and Emotional Learning posters: Self Awareness, Self-Management, Social Awareness, Social Management
- Restorative Practice
- Catastrophe Scale / Emotional Thermometer
- JSC Anti - bullying strategies to deal with bullying behaviour

Colour Day Displays to promote Action against Bullying, Child Safety, Happiness & Kindness, Being Better Buddies

Junior School Council

Junior leaders articulate school rules for their peers

JSC working on Child Safety Policy and Code of Conduct