



# **SEABROOK PRIMARY SCHOOL**

## **STUDENT SAFETY, ENGAGEMENT AND WELL BEING POLICY 2018**

# 1 School profile statement

## Physical Environment & Facilities

Seabrook Primary School has over 900 children and 80 staff (teaching and non teaching). The school has a multicultural community with children coming from 89 different countries. We value and promote international mindedness throughout our school programs. Our families come from a wide range of socio economic groups with our Student Family Occupation density being 0.44. We have an even distribution of boys and girls.

Our school features a courtyard design of 14 permanent classrooms, a growing cluster of portable classrooms, an administration wing, art and library wing and a gymnasium centre. The school is housed on one site; with a multi-purpose room with a stage that leads into the gymnasium, a library, and classroom access to technology, a fully equipped canteen area, an art room, a performing arts room, a kitchen/science lab and a new wing of 6 learning spaces.

Seabrook occupies a 10-acre site. At present the school grounds are moderately developed, offering netball, football and basketball facilities, a large oval and three playgrounds with tiger turf, extensive shade areas and playground seating for students. Our aim is to develop the school sports oval and improve our grounds..

The school community is eager to promote a Sun Smart policy and provides large shade areas for children. Plantings will continue to be undertaken over the next 3-year period to ensure the provision of shade protection with shade/sails areas.

## Curriculum

Seabrook Primary School prides itself on providing a global, relevant, challenging and engaging learning environment for all. It is an authorised PYP school.

We have a “forward thinking” approach to curriculum development and delivery so that our students are engaged in a purposeful curriculum that prepares them for their future. The Primary Years Programme curriculum model is delivered through a concept driven inquiry model and incorporates guidelines on what students should learn, as well as guidelines on teaching methodologies and assessment strategies. The Primary Years Programme is underpinned by the Victorian Curriculum framework and is inclusive of English, Maths, Science, Humanities and Health. Specialist teachers provide programs in the areas of Visual Arts, Library, Physical Education, and Italian.

This student centred curriculum model, places a great emphasis on creating a caring environment for students, staff and parents by:

- Developing an internationally minded community.
- Seeking high expectations.
- Differentiating and personalised learning through goal setting.
- Encouraging open communication, building links between home and school.
- Developing a curriculum that is engaging, relevant, challenging and significant.
- Developing a school culture that promotes equity for all members.
- Fostering mutual respect and promoting self-esteem.
- Promoting personal qualities of the Learner Profile and PYP attitudes
- Implementing the Learning to Learn program at the beginning of each year.

To enhance students' learning to their full potential, we plan to further develop literacy and numeracy throughout the school using inquiry learning which incorporates creativity, flexibility of thinking, ingenuity and resilience as preparation for 21<sup>st</sup> century learning, differentiated curriculum through personalised learning and goal setting. We also aim to further extend our peer support program, out of hours sports clinics and camping and swimming programs to ensure that they are all directly linked to our curriculum.

## **Community Involvement**

Seabrook Primary continues to build community connections with our families and the wider community. We value parent participation in school activities, support for the home learning environment and individual learning plans, participation in community evenings, school council and participation in classrooms, excursions/incursions, working bees and fundraising initiatives. Parents are also encouraged to share their expertise, knowledge and talents within students' units of inquiry. Seabrook Primary School actively engages with, and gives full consideration to, the diverse views and perspectives of our stakeholders and seeks parental input and feedback to make improvements to our learning environment.

## **Student Involvement**

To enrich our school program and improve student engagement, we also provide extra-curricular opportunities for students. These include: inter-school sports, choir, music specialist lessons, singing and performance, tennis, chess, and a leadership program for grade 6 children. The grade 6 leadership program consists of peer mediation, environmental group, classroom support, office support, and ICT support as well as a sport leadership team. The students are given responsibility in teams to undertake a range of responsibilities across the school. One significant role is the leading and running of the school assembly on a weekly basis. The grade 6 leadership team is also invited to share thoughts and ideas about the school with the Principal. We continue to encourage and improve student participation in the school and the community and intend to expand authentic student leadership that includes opportunities for school-wide decision making.

## **2 Whole-school prevention statement**

Seabrook Primary School is an internationally minded community that provides a supportive, nurturing and challenging environment that encourages high expectations for success. Our aim is to develop inquiring, knowledgeable and caring young people who are lifelong learners by providing for individual differences and learning styles. We are committed to providing a safe, secure and harmonious school, where each student's self-esteem is fostered by positive relationships with students, staff and the wider community. We share our cultural diversity to nurture growth, responsibility, and productivity within a positive school-wide atmosphere. We promote sportsmanship, school spirit, and pride in ourselves through our academic, physical, social and emotional accomplishments.

### **Prevention**

We aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs.

To improve student engagement and wellbeing Seabrook Primary School has focused on and implemented the following initiatives:

- Owing to the large numbers, a split timetable has been operational so that the P-2 have their own recess and lunch break and year 3-6 have separate break times. This provides a safe and harmonious play environment for all students out in the yard.
- Promoting 'It's not OK to be away' approach and monitoring student attendance regularly by following student absentees through the three Assistant Principals.

- Constructing and implementing essential agreements and consequences in all areas of the school between teachers and students.
- Developing, where appropriate student behaviour plans.
- Developing, where appropriate individual learning plans.
- Existence of a mini school structure to provide care and information to all year levels.

## Teacher Efficacy

At Seabrook Primary school, a variety of forums are available for staff for open communication and consultation. These include:

- Leaders meeting
- Head of school meeting
- Whole staff meeting/Professional Development
- Year level planning meeting
- Consultative meeting

Each of these forums provides teachers with the opportunity to discuss, question, collaborate and learn about different aspects of school.

Professional Development is used to support the learning needs of individuals and teams to align with the Strategic Plan and Annual Implementation Plans. Areas for Professional Development are identified through data collection and analysis, individual teacher needs, departmental directives, and community expectations. All staff members are provided with individual job descriptions and expectations. At mini school level, teachers are allocated responsibilities and roles to assist in the running of the mini school and to enhance their skills in various areas. This process promotes accountability, team work and leadership opportunities for all. All mini schools manage their own budget which includes an appropriate amount allocated to target Professional Development that supports the school's vision and goals.

Additional opportunities for professional growth are available across the whole school to allow staff to expand their horizons. At the mini school level staff takes part in an ongoing feed forward process where they reflect on their practices in a collegiate environment and receive feedback from team members on practical ways to improve their practice. At the middle and end of the year all teachers meet with the Principal or a mini school Assistant Principal to monitor the progress of their Professional Development plans.

### 3 Rights and Responsibilities

**The collaborative nature of the whole school community has resulted in a caring environment where each student is working towards goals within the International Baccalaureate and Seabrook Primary school mission statements.**

#### **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### **Seabrook Primary School Mission Statement**

### **Seabrook Mission Statement**

Seabrook Primary School aims to deliver best learning and teaching practice which supports and develops learners who are knowledgeable and seek to display an international perspective. Teachers, students and the wider community assist in the development of life-long learners who contribute responsibly to the global community. Our teaching and learning mission is to provide challenging, rigorous and significant programs incorporating an international perspective.

Our community nurtures the individual talents of children so that they become critical and compassionate thinkers, and life-long learners, individuals who are open to the differences that exist in our global community.

Seabrook Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Seabrook PS has zero tolerance for child abuse.

Seabrook PS is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Seabrook has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

These statements are aligned with the relevant pieces of legislation including the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education 2005.

### **3.1 Guiding principles**

Every member of the Seabrook Primary School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

### **3.2 Equal Opportunity**

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

### **3.3 The Charter of Human Rights and Responsibilities Act 2006**

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

### **3.4 Students with disabilities**

The Disability Standards for education cover enrolment, participation, curriculum development, student support services and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

### **3.5 Bullying and harassment**

Seabrook Primary School seeks to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

#### **Definitions**

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

#### **On-Line safety**

Being involved in online spaces – either at home or at school - requires students to behave responsibly. Behaving safely online means protecting your own privacy and personal information and protecting the privacy of others (this can be sharing personal information or images).

## Cyberbullying

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyber bullying behaviour are:

- teasing and making fun of others
- spreading of rumours online
- sending unwanted messages
- ongoing aggressive language
- defamation.

People can also be bullied online by groups of people such as class groups or collective members of an online community.

## Responding to Harassment, Bullying and Cyberbullying

If you are being harassed or bullied you should tell the person you don't like what they are doing and you want them to stop.

If any member of the school community sees or is aware of another person being harassed, bullied or cyber bullied they should take appropriate action. This involves being proactive in letting a trusted adult such as teacher/coordinator/parent or Principal and the Assistant Principal know about the situation. It is not acceptable for bystanders to do nothing about bullying and harassment. All concerns will be taken seriously. All complaints will be treated confidentially.

## Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community.

## Rights and Responsibilities of Students

Actively teaching students at Seabrook Primary School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

## Rights and Responsibilities of Students

<b>Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"><li>• rich and rigorous teaching and learning experiences in an engaging environment which foster life-long learners</li><li>• feel safe and secure without experiencing any level of intimidation, bullying (including cyber-bullying) or harassment</li><li>• fully develop their talents and interests with confidence</li><li>• a differentiated curriculum that meets every individual student's needs</li></ul> <p>become inquiring, knowledgeable and</p>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"><li>• take charge of their own learning ( with support) using goal setting processes</li><li>• do their best</li><li>• take action</li><li>• be lifelong learners</li><li>• attend School on a regular basis</li><li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</li><li>• demonstrate respect for the rights of others, including the right to learn</li><li>• As students progress through school they will be</li></ul>

<p>caring young people who help to create a better and more peaceful world through intercultural understanding and respect</p>	<p>encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community</p> <ul style="list-style-type: none"> <li>• report if they or anyone else is feeling unsafe</li> </ul>
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### **Rights and Responsibilities of Teachers**

<b>Rights</b>	<b>Responsibilities</b>
<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and cooperative environment</li> <li>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for those students</li> <li>• a respectful, safe environment in which to teach</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>• fairly, reasonably and consistently, implement all school policies including the engagement policy</li> <li>• know how students learn and how to teach them effectively</li> <li>• know the content they teach</li> <li>• know their students</li> <li>• plan and assess for effective learning</li> <li>• create and maintain safe and challenging learning environments</li> <li>• use a range of teaching strategies and resources to engage students in effective learning</li> <li>• work co-operatively with parents to support student learning</li> <li>• work collaboratively with professional learning teams</li> <li>• report if they or anyone else is feeling unsafe</li> </ul>

### **Rights and Responsibilities of Parents/carers**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours</li> <li>• ensure their child's regular attendance</li> <li>• engage in regular and constructive communication with school staff regarding their child's learning</li> <li>• support the school in maintaining a safe and respectful learning environment for all students</li> <li>• interact with staff and other parents in a constructive, respectful manner</li> <li>• work co-operatively with teachers to support student learning</li> <li>• take student related issues to staff members</li> <li>• support all school policies and procedures</li> <li>• report if they or anyone else is feeling unsafe</li> </ul>

## 4 Shared Expectations

At Seabrook Primary School high expectations are met, valuing intrinsic rewards through actions focused upon the IB PYP attitudes and learner profile.



### IB attitudes

- *Appreciation* - Appreciating the wonder and beauty of the world and its people
- *Commitment* - Being committed to their learning, persevering and showing self – discipline and responsibility
- *Confidence* - Cooperating, collaborating and leading or following as the situation demand
- *Creativity*- Being creative and imaginative in their thinking and in their approach to problems and dilemmas
- *Curiosity* - Being curious about the nature of learning and of the world, its people and cultures
- *Empathy* - Imaginatively projecting themselves into another’s situation, in order to understand his or her thoughts, reasoning and emotions
- *Enthusiasm* - Enjoying learning
- *Independence* - Thinking and acting independently, making judgements based on reasoned principles and being able to defend your judgements
- *Integrity* - Having integrity and a firm sense of fairness and honesty
- *Respect* - Respecting themselves, others and the world around them
- *Tolerance* - Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

## IB learner profile

### IB learner profile



*Inquirers-* They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.



*Knowledgeable-* They explore concepts, ideas and issues that have local and global significance. In so doing they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.



*Thinkers-* They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.



*Communicators-* They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.



*Principled-* They act with integrity and honesty, with a strong sense of fairness. There's practice and respect for the dignity of the individual, groups and communities. They take responsibility for their actions and the consequences that accompany them.



*Open-Minded-* They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.



*Caring-*They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and the environment.



*Risk-takers-* They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.



*Balanced-* They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.



*Reflective-* They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, can engage effectively in their learning and experience success.

## Diversity in the school community

Seabrook Primary School values the diversity of the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our dealings with students, parents and staff.

In implementing our school values, which are the core of our shared expectations, students, staff and our school community will employ the following expectations: