# E.A.S. 2012
# National Safe School Strategy for implementation.

At EAS we acknowledge the importance of social-emotional wellbeing towards acquiring quality education therefore we strive to ensure an optimal teaching and learning environment, where all staff and students can feel safe, secure and inclusive.

The National Safe Schools Framework outlines 9 key elements which our school community is committed to adopting by embracing a whole school approach where we collaboratively contribute to develop and maintain a protective, respectful learning community that caters for student diversity and promotes wellbeing for all. This Framework encompasses all areas of the school and will be supported through Leadership, positive partnerships, policy review, updated procedures, school cultural connection, quality teaching and learning, enhancement of student behaviours, resourcing using evidence-based programs, and promoting student voice. Our vision is to create a quality learning environment, where students are successful in achieving their goals and safe school messages are embedded across all year levels and in the daily life of our school community.

Student wellbeing is a student's level of satisfaction about the quality of their life at school. Optimal (or desirable) student wellbeing is characterised by positive feelings and attitudes, positive relationships with peers and teachers, resilience, and satisfaction with self and learning experiences at school.

The acknowledgement of, "No Bullying", is understood within our school's culture. The staff role model respect and inclusive behaviours which teaches the students the responsible way to behave and creates a culture of acceptance and belonging. When students feel satisfied with their quality of life at school they are less likely to bully, less likely to be bullied and more likely (if bullied) to seek support and cope.

The pathways to student wellbeing are very similar to the pathways that lead to safe schools and many of them are inter-related.

## Factors that Contribute to High levels of Student Wellbeing and Low Levels of Bullying

Research studies suggest when;
• Most students feel connected to their school
• Students have sound levels of social and emotional skills
• There are strong school norms against bullying and violence
• Students perceive that teachers in the school actively promote student wellbeing and student welfare and that the environment of their school is positive, welcoming, cooperative and fair
• The classroom teacher uses effective behaviour management
• Teachers promote cooperation
• The culture of the school is positive, caring, respectful, and supportive.

## A caring positive, respectful and supportive school culture is linked to both student wellbeing and school connectedness and is characterised by:

• Students perceiving they are in a classroom and school environment that is safe, positive, focused on learning and orderly (i.e. not in a state of disrepair or damaged by graffiti and vandalism)
• Students having meaningful involvement and feel they have some ownership of what happens in their school
• Positive classroom management and participation in extracurricular activities
• Positive relationships between students, and between students and their teachers.

## Positive Relationships

The systematic promotion and facilitation of positive relationships at school has been identified by many researchers as a core component for:
• improving student wellbeing
• enhancing school culture
• preventing school violence and bullying
• successfully engaging students' intrinsic motivation to learn and improving student academic outcomes.
• promoting pro-social behaviours, resilience and respect for themselves, teachers   and peers.

## What can School's do to promote a safe, secure learning environment?

## Embed the 9 elements of the National Safe School Framework into the Curriculum across all year levels.

### 1. Leadership commitment
- Site Learning Plan and School Vision
    - Review of implementations and progress
    - Resources and key support teachers
    - Data collection re: attendance, behaviours, harassment
    - Staff awareness of mandatory requirements
    - Out of hours safety

### 2. A supportive and connected school culture
- Recognition of student diversity
- Extra-curricular and co-curricular activities
- Whole School celebration
- Cross- age activities
- Effective transition
- Positive reward system
- Modelling of pro-social values
- Co-operative learning and games

- Positive teacher-parent relationships
- Staff wellbeing
- Early warning signs
- Agency support networks

## 3. Policies and Procedures
- Review of policies supporting wellbeing
- staff folder with relevant NSSF implementation info.
- Relevant policies, reporting procedures, behaviour management processes, extra-curricular activities, OH&S, ICT Agreement, etc. Which can be updated yearly or as required.
  - Wellbeing Team
  - Induction of staff and new families

## 4. Professional Learning
- Quality professional learning
- Evidenced based programs and behaviour management processes
- Pedagogical and technological changes

## 5. Positive Behaviour Management
- Promotion of positive behaviours
- Clear expectations
- Duty of Care
- Celebrate success

## 6. Engagement and Quality Teaching and Learning
- Authentic, real life and inquiry based learning
- Challenge and goal setting
- Reflection and analysis
- Engagement Surveys
- Use of technology
  - Embed knowledge across all year levels
- Structured and sequenced learning opportunities
- Personal Safety and protective behaviours
- Social, emotional skills and resilience skills

## 7. Wellbeing and Ownership
- Sense of purpose
- Peer support, mentoring
- Active community involvement
- Active and valued Student Leadership Committee

## 8. Intervention and Support
- Early identification and reporting
- Referral to support professionals and networks
- Follow-up support and review

### 9. Partnerships with Families and the Community
- Communication and information sessions
- Collaboration to promote a safety and wellbeing message
- Referral to parents regarding support networks

To promote the global focus on the rights of all people to be safe, secure and in an optimal state of wellbeing, Eudunda Area school will implement the NSSF using a variety of whole school, year level, classroom, cross – age and pastoral care learning opportunities in conjunction with parent and school community involvement.
When implementing the NSSF our staff, students and parents will have access to a variety of quality resources, evidence – based programs and support networks. Quality learning opportunities will be promoted to address gaps in staff capacity along with site facilitated skills sessions to enhance staff knowledge and communicate up-dated wellbeing responses and services.

To provide high quality outcomes and understanding the staff, parents and students will have access to the following     to support staff in their programming . planning and execution.

# Resources to support the implementation of the NSSF

Bounce Back Program; R – 3, Yr 3 – 4 and Year 5 – 8,
Primary and Middle Years Drug strategy resource,
Kidsmatter
Mindmatters
Relationships and Sexual Health Education (SHINE- current Focus School),
Peer Support Australia -Primary and Secondary,
Optimistic Kids Positive Psychology Program,
Child Protection Curriculum,
Protective Practices for staff in their interactions with children,
Values Education Kit,
Coaching Students for Success Program,
Impact Leadership,
"The Bully Free Classroom"
"The Bully By-stander", kit.

The Health and Wellbeing section, under 'Information for Staff', includes information on child and student wellbeing such as:
• Attendance in schools
• Bullying and Harassment—including the DECS School Discipline Policy
• Behaviour Management

Child Protection—Mandatory Notification (Responding to Abuse and Neglect Training program), Keeping Safe: Child Protection Curriculum
Cyber-Safety: Keeping Children Safe in a Connected World; Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools
Health.
Under the 'Students Information' tab, information is available on:
• Bullying and Harassment
• Counselling
Eat Well, 'Right Bite' strategy www.decs.sa.gov.au/eatwellsa
Road Safety www.roadsafety.sa.edu.au
Sport, Swimming and Aquatics www.decs.sa.gov.au/schoolsport
Crime Prevention www.schoolcare.sa.edu.au (partnership with SA Police)
Drug Strategy, Principles for School Drug Education.


Department of Health (www.health.sa.gov.au)
Click on 'Child Protection' on the left hand tab to view the 2009 Child Protection—Information Sharing Protocol.
Also, visit the Children, Youth and Women's Health Service at www.cyh.com.au.

SafeWork SA (www.safework.sa.gov.au)
The SafeWork website contains information for employers and employees on workplace safety, including managing workplace risks and occupational health and safety.
For school resources, teacher resources and student lessons on OH&S, click on the 'Resources' tab and then go to 'Education and Training'.




Legislation database (www.legislation.sa.gov.au)
SA legislation relevant to the National Safe Schools Framework includes:
• Children's Protection Act 1993
• Education Act 1972.
Department of Education and Children's Services (www.decs.sa.gov.au)