

*All children are unique
Children are capable and competent
Children are at the centre of all we do*

What does this mean for children?

- Children have the vocabulary to name their feelings
- Children experience a sense of place and belonging
- Children have strategies to regulate their feelings and emotions
- Children's work is relevant and purposeful and reflective of current learning eg. displays are rotated throughout the year.
- Children have choice and the opportunity to follow their own interests during indoor and outdoor learning



- children have a voice and co-construct their learning
- children engage in learning that is developmentally appropriate
- children and educators collaboratively develop class agreements that help support safe and healthy learning environments
- All children can access quiet spaces when required
- Children have an understanding of their place in the world and the place of the people around them
- Children have relationships with multiple trusted adults

We believe that:

*Children learn through doing
Productive partnerships between home and school are essential*

What does this mean for educators?

- we are responsive to children's needs
- educators use an evidence based approach to design learning environments
- we engage in restorative practices with children
- educators invest time in building respectful relationships
- provide intensive, individualised support for children that require additional support in an appropriate and timely manner
- staff select resources that promote inclusion and diversity and ensure all children can access those resources
- educators take the initiative to develop relationships with families and value that partnership
- intentionally develop children's social and emotional skills
- we collaboratively develop and explicitly teach class agreements
- we are trained in Kismatter
- we keep data and evidence on children's social, emotional and physical development
- we follow directorate policy and procedure in relation to responding to children's wellbeing

*Educators employ evidence based practice
Educators work as collaborative teams*

What does this mean for families?

- All families are treated with respect and dignity.
- Families are part of an inclusive and engaged school community
- Families are supported to access a wide range of services
- Families have access to spaces, workshops and events that further develop their knowledge of children's social and emotional development



- Sharing of information is reciprocal between families and educators to best support the child.
- Parents are partners in teaching and learning
- Communication with families is reciprocal and undertaken in a timely and employs a range of communication such as phone, face to face email
- Confidentiality is maintained.
- Families are confident that their children are being nurtured, cared for and are thriving while at school

What are the outcomes of safe and supportive learning environments at IPECS?

- positive and engaging environments
- children develop social skills and resiliency to thrive and lead fulfilling, productive and responsible lives
- increased communication and ownerships of processes and procedures for all school community
- increased participation and involvement of the school community involving parents
- maximise student outcomes through meeting of individual needs
- promoting positive mental health and wellbeing for all children and their families

Safe and Supportive Learning Environments at Isabella Plains Early Childhood School