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| Safe and Supportive Learning Environments at Isabella Plains Early Childhood School | | |
| ***We believe that:*** | | |
| *All children are unique*  *Children are capable and competent*  *Children are at the centre of all we do* | *Children learn through doing*  *Productive partnerships between home and school are essential* | *Educators employ evidence based practice*  *Educators work as collaborative teams* |
| **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 | **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 Kidsmatter * 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 | **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 manner and employs a range of communication such as phone, face to face and 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 resilience to thrive and lead fulfilling, productive and responsible lives * increased communication and ownerships of processes and procedures for all school community * increased participation and engagement with the school community involving parents * maximise student outcomes through meeting individual needs * promoting positive mental health and wellbeing for all children and their families | | |