



Safe and Supportive Schools Procedures



IPECS is a safe, respectful and supportive learning and teaching community that promotes and staff wellbeing.

***A place of learning where all young children
thrive and belong***

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Principal's Message

Dear Families,

Isabella Plains Early Childhood School (IPECS) is a place of learning where all young children thrive and belong. In partnership with our children, families, the Education Directorate and other agencies we aim to provide a safe and supportive learning and teaching environment that is responsive to the needs of our community. All in our community have the right to feel safe and be respected. All staff at IPECS are committed to ensuring that our place of learning is a safe and supportive environment for all children, families and staff members.

We value strong and productive partnerships with our families so we can work together to solve problems and navigate complexities. At IPECS, we understand that all children come to school with different talents and abilities and that children's learning and development occurs at different rates. Each child and family have a story to tell and knowing the backgrounds, aspirations, and experiences of our children and families ensures we are well placed to support children's learning and development. It our role to meet all children at their point of need.

In partnership with our families, we take seriously our role to provide children with the best possible start in life, equipping them with the skills and dispositions they will need to make positive contributions both at school and the wider community. Our PRIDE school values provide the consistent language for how we teach and talk to children about our expectations to ensure everyone feels safe and supported. Despite everyone's best intentions, just as in any other community, whether it be a workplace or neighbourhood, things can sometimes go wrong. When this occurs, we have in place strong, consistent practices and processes to respond appropriately. This document outlines the processes and procedures at IPECS that align with the [Directorate's Safe and Supportive Schools Policy](#). We encourage all families to read this document carefully and to reach out to us if with any questions.

Kind regards,



Simon Barker
Principal

How do we ensure a safe and supportive learning environment at Isabella Plains Early Childhood School?

PRIDE Values

Our PRIDE values are embedded in all that we do at IPECS, and all children are explicitly taught and supported to demonstrate our values each day.

Play - Respect - Integrity - Diversity – Effort

Positive Behaviour Recognition

At IPECS we recognise positive behaviour through our PRIDE values ticket system. School staff look for children demonstrating one or more of the values and acknowledge this by giving them a PRIDE ticket. These tickets are exchanged for a sticker. The sticker is a visual clue for other children and adults and allows families to celebrate their child at home. Data is captured through the School Administration System (SAS).



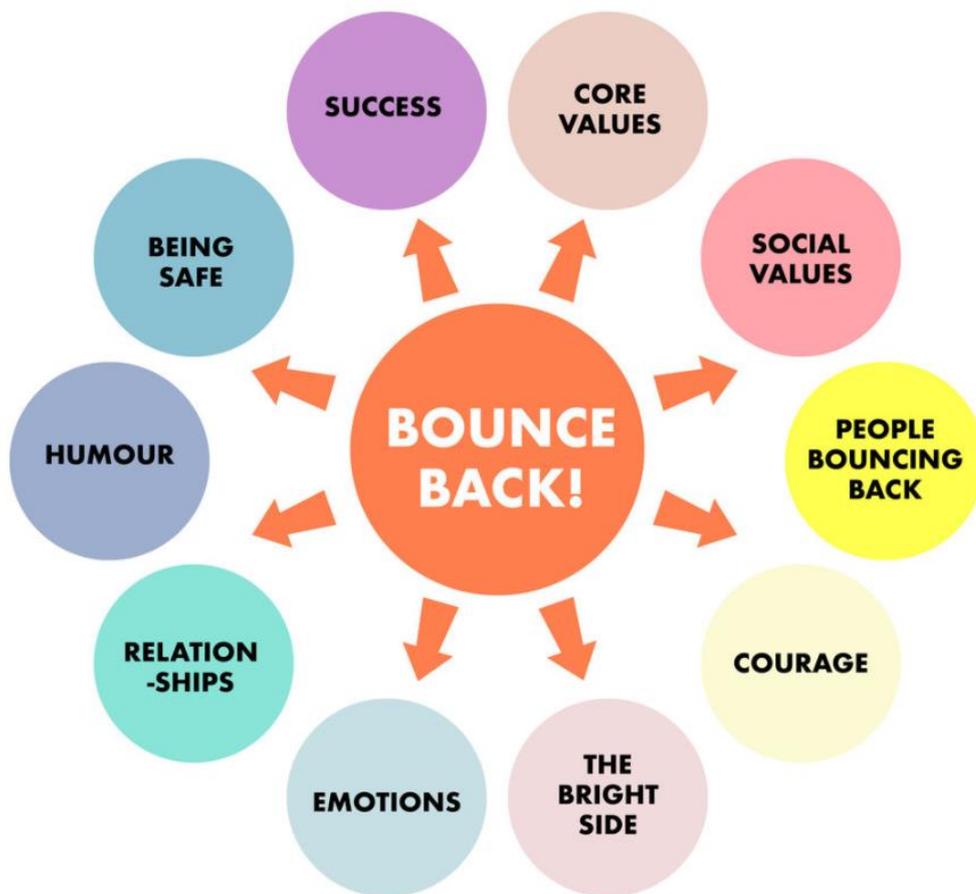
Positive Behaviours for Learning

IPECS is currently implementing Positive Behaviours for Learning. The PBL Framework

- Common language, vision and experience
- Clarifying expected behaviours
- Teaching and practicing expected behaviours
- Discouraging problem behaviours
- Increased data collection and analysis of this data
- Leadership and school wide support

Social and Emotional Learning

Bounce Back: Supporting the wellbeing of children is an integral part of learning at IPECS. Bounce Back is a program we use to promote positive mental health, wellbeing and resilience for children and build safe and supportive learning environments. The diagram below provides an outline for topics covered in the Bounce Back curriculum.



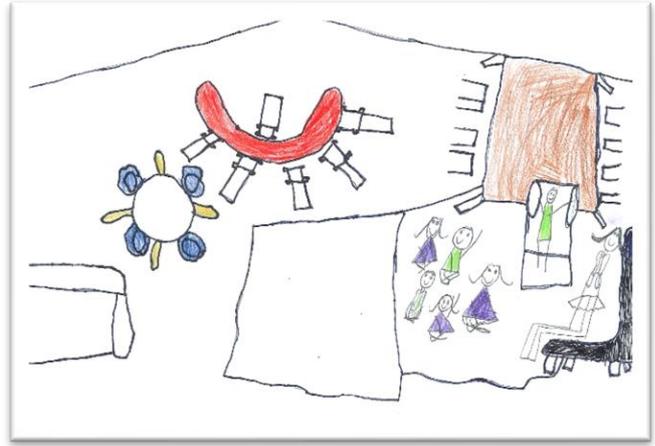
Zones of regulation: The Zones of regulation Framework is designed to support children foster self-regulation. In 2021 we have introduced the Zones of Regulation into our teaching program to build a shared language across the school. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.



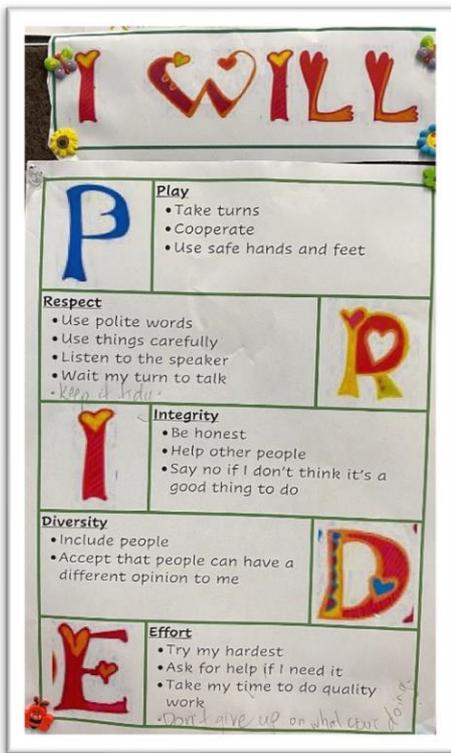
Classroom Routines

Classes develop core routines in the first few days of the school year. These routines are designed to establish and maintain a safe and supportive learning environment. Routines are developed for areas including:

- Cueing for and sustaining children's attention
- Identifying emotions
- Roles and responsibilities
- Cool down spaces
- Beginning and end of day routines
- Entering and exiting the learning space routines
- Seeking teacher help
- Transitioning from one learning space to another
- Supervised eating times
- Noise volume
- Use and storage of learning equipment



Core routines are reinforced and discussed throughout the year.



Class Agreements

“The lynchpin of an effective learning community is a shared and negotiated understanding of the ways in which learners treat one another” (English and Dean, 2004)

At the beginning of each year, each class develops a class agreement. This agreement is developed by the children and states the responsibilities and expectations of each other in establishing and maintaining a high quality, safe and respectful learning environment. Children are led to unpack their learning agreement by discussing what they would like their class to look like, sound like and feel like. Once developed, all children are asked to sign the agreement by placing a mark on the agreement (this might include writing their name or using their handprint). The agreement is displayed in the classroom, referred to regularly and linked with the PRIDE school values. The agreement is also shared with families by SeeSaw.

How do we support children to be safe and supportive during break times?

Active Supervision

What is active supervision?

- A proactive, research based, positive behaviour for learning approach used in school settings to monitor a large area to ensure safety and reduce problem behaviours occurring
- It is most used in non-classroom settings such as the playground

- By scanning and moving around the area while interacting with the children, staff members support and reinforce appropriate behaviour and correct inappropriate behaviour
- All staff are asked to wear a hi-vis vest and carry the play support bag while on play support

What does it look like in action?

When actively supervising teachers are verbally and non-verbally communicating to children that they are monitoring expected behaviour. Three components:

Moving

- Using regular movement
- Periodically moving and supervising in the designated area.
- Demonstrating an interest in what children are doing and providing feedback

Scanning

- Visually sweeping all areas of the designated area to observe all children on a regular basis. Attempting to make eye contact regularly.
- Quickly identifying children who are making appropriate or inappropriate choices or require additional assistance to find a friend or engage appropriately with an activity
- Linking feedback with the PRIDE school values

Interacting

- Joining in with the activity
- Positive contact - friendly, helpful, proactive, non-contingent, frequent delivery rate
- Positive reinforcement - immediate and contingent on behaviour, frequent delivery rate
- Corrective response - non-judgemental, specific to the behaviour
- Deliver consequences - using a professional tone and demeanour that is calm, fair and consistent as well non-confrontational

Before children go to the playground teachers will:	When children return teachers will:
<ul style="list-style-type: none"> - Strategically partner children together - Discuss playground expectations linked with the PRIDE school values - Discuss who children will play with - Discuss where children will go if they need help 	<ul style="list-style-type: none"> - Discuss how their play time went - was enjoyed, what happened that was tricky and how they went about solving the problem - Follow up with any unresolved issues from the playground promptly - Provide a quiet, settling activity for 5-10 minutes (reading, drawing, mindfulness, meditation). This will assist to settle the children and provide you time for follow up. - Consider the children who might benefit from a sensory activity to support them to settle

Breaktime Clubs

Breaktime Clubs are based on children’s interest and provide an added alternative to playing in the playground. The clubs represent different areas of learning such as music, gardening, art, and science challenges. Clubs are supervised by interested educators and volunteers.

How do we support children to build positive, safe relationships?

Behaviour Flowchart

The behaviour flowchart allows staff, children, and families to understand the steps that will be taken when addressing challenging behaviours. As part of the PBL process IPECS staff have determined minor and major behaviours and the steps taken to manage these behaviours.



Targeted Case Management

Children are identified for targeted case management on an individual basis. Generally, the child and/or family may be engaging with a core team of professions such as Network Student Engagement Team (NSET), allied health professionals or external agencies. The purpose of targeted case management is to provide an opportunity to streamline the education and care needs of the child and family, where necessary. Case management meetings will occur as needed to ensure communication is kept open and the best interests of the child and family are at the core. Case management meetings will occur at least once a term and more frequently as needed.

Positive Behaviour Support Plans (PBSP)

A Positive Behaviour Support Plan is a plan developed specifically for individual children. It includes strategies that all relevant stakeholders can use to help develop positive behaviour and outlines how we can safely respond to any challenging behaviour. The Directorate provides a common template that includes relevant background information, indicators of behaviour in green, orange and red zone, known triggers and response to each zone.

PBSP plans are written collaboratively with a member of the leadership team, class teacher and in some cases with the support of NSET. Plans are reviewed as needed and at least once every six months with the date to be noted on the plan. Plans cannot be finalised until parents/carers have had an opportunity to read over and provide input. Finalised PBSP plans are signed by all relevant stakeholders and stored electronically on the School Administration System (SAS). Families are made aware of the need for a plan by a member of the leadership team. PBSP plans are developed in collaboration with parents/carers. PBSP aim to target specific behaviours and are not intended to be in place for the long term. Replacement behaviours are identified in the plan and when new behaviours are observed over time, a child may exit the plan.

Collecting and Analysing Data

Data is collected at a school level about both positive and negative incidents and recorded on SAS a platform designed and supported by the Education Directorate. The data collected on each child, remains on their profile while they are a child in an ACT public school.

At IPECS we record data on SAS within a timely manner, usually within 24 hours of major incidents. Staff have received training from the PBL about how to input data onto SAS. This data is reviewed and analysed by the PBL team once a term and by Leadership on an ongoing basis and used to analyse individual, class, cohort or school wide trends and to inform possible changes or adaptations to plans, systems, procedures and processes.

Bullying, harassment, racism

We all have the right to be treated with fairness and dignity, to learn and work in a safe, respectful and supportive school environment that values diversity and is free from bullying, harassment and racism. As an ACT Public School, our children and their families, school staff and the broader community can expect IPECS to be a positive and engaging environment where children feel connected, respected, achieve success and are fully engaged in their learning.

At IPECS we aim to build a safe, calm and supportive learning community that treats bullying, harassment and racism as serious threats to the safety and well-being of children and adults in the school community, striving to minimise their occurrence, encourage positive bystander behaviours, support victims and provide all members of the school community with options to respond appropriately.

Bullying, harassment and racism are taken seriously at IPECS. Children need to know that they are being heard and that their feelings matter, and that their issue will be investigated respectfully.

Harassment can be verbal, physical or written. It is any unwelcome comment or conduct including threats, abuse, insults towards a person (or persons).

Racism refers to any belief, attitude, behaviour or practise that reflects an assumption, stated or implied, of superiority of one cultural group over another. It is expressed through prejudice, discrimination and harassment. (Safe and Supportive Schools Policy).

Bullying is defined as is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between equals and single incidents are not defined as bullying, even though they require prompt responses. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders, and must therefore be treated seriously.

Where bullying, harassment or racism has occurred and been reported to a staff member the Safe and Support School Contact Officer (SASSCO) and the School Leadership team will support the children and their families to restore a positive learning environment for all children. Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community.

Safe and Supportive Schools Contact Officer (SASSCO)

A SASSCO is a classroom or executive teacher selected to support and respond to children who may be experiencing or involved in bullying, discrimination and/ or racial or sexual harassment. SASSCOs participate in required training and their role includes acting as a resource to other members of their school staff to prevent, minimise and respond to bullying, discrimination, and harassment. The SASSCO role, supported by IPECS Leadership team includes:

- sharing current information about resources and Directorate policies
- providing support to children who may be experiencing bullying, harassment and/or discrimination;

- responding to complaints about bullying and harassment, including when it relates to sexism or racism, this may include supporting other staff members or referral to executive staff;
- developing proactive strategies and supports to prevent and respond to bullying and harassment in the school;
- contributing to the organisation of their school's registration, promotion of and activities for the National Day of Action against Bullying and Violence
- promoting an inclusive environment for all, including those who are same sex attracted, gender diverse, trans and intersex, those with a disability or belonging to diverse racial, national or cultural groups;
- contributing to the school's Social and Emotional Learning approaches; and
- acting as a resource to other members of school staff.

What partnerships do we have that support us to be safe and supportive?

Communication Between School and Families

IPECS believes that timely and respectful communication between families and the school is fundamental to ensuring a safe and supportive learning environment that is conducive to the learning, social and emotional outcomes for the children. Central to the school's organisation and structures is the regular practice of contacting parents/carers about incidents concerning their child, for example, to advise of a child's forthcoming award, to celebrate an achievement, to advise of an incident that may have negatively impacted on or involved their child. Whilst it is unrealistic for the school to contact families about every single incident, the school is committed to working in partnership with families and encourages parents/carers to also initiate contact at any time if there is concern.

All educators take time to listen to children's concerns and thoroughly follow up on any reported incidents of concern between children. This could be with a classroom teacher, support staff, executive teacher, deputy principal or principal – it is the practice of the school that we all share this strategic follow-up role. It is important that the children can develop strong relationships with as many members of staff as possible, so that they feel confident and comfortable to discuss incidents and work towards solutions.

Through respectful, timely and purposeful communication between families and school, IPECS always aims to support those who have been harmed in any way –physically or emotionally.

Children's Wellbeing Team

Our school has a wellbeing team that meets regularly to discuss concerns related to the wellbeing of children. The team is made up of the deputy principal, school psychologist and classroom teachers. An individual child might be referred to the wellbeing team for a variety of reasons including attendance concerns, changes in behaviour or concerns around learning. The focus for the team is to identify strategies to support the child and family.

School Psychologist Service

The school psychologist service plays an integral role at IPECS in supporting all students and families, particularly those with a disability and/or learning difficulty. One of the main roles of the school psychologist service is the assessment of individual children identified as having additional needs. The psychologist service will generally provide advice and resources for classroom teachers and families to cater for individual needs. The school psychologist service

also manages the application process for resourcing and program placement and also has a key role in supporting transition processes for children who may have a disability. At times, the school psychologist service might be asked to provide therapeutic support for a child or family experiencing a traumatic event such as a parent separation or death in the family.

Network Student Engagement Team (NSET)

NSET is a multidisciplinary team that utilises an Interprofessional Practice (IPP) model to collaborate and support schools. IPP is a collaborative practice approach encouraging professionals to work with people from within their own profession, with people outside of their profession and with schools and students.

Professionals within NSET hold a diverse skill set and work collaboratively with all stakeholders to build the capacity of students, schools, and the community. Roles within NSET are underpinned by various legislations and policies including the Disability Discrimination Act, Disability Standards for Education, Safe and Supportive Schools Policy, the ACT Education Participation (enrolment and attendance) Policy.

Partnerships

IPECS partners with organisations that offer programs for children to support their social and emotional development and to learn skills and strategies that build confidence with everyday life and to develop positive relationships with other children and adults. Some of these programs include:

- Kids Hope mentors
- Growing with Grands
- Bungee art or drumming
- Breakfast Club

We maintain close links with Tuggeranong Child and Family Centre (TCFC) and represent or refer families to receive one on one support for general parenting needs or for more targeted support tailored to families and children with experienced family workers.

Through IPECS families can be referred to programs such as:

- Children's behaviour and emotional wellbeing clinic
- Cool little kids
- Circle of Security
- Tuning into Kids

How do we support children when things go wrong? What is the role of restorative practices and consequences?

Taking responsibility for one's actions and committing to change are key attributes for children when we are supporting them to improve their sense of belonging in our school community. All incidents that result in a member of our community being harmed in any way, are viewed very seriously at IPECS. Children are expected (and taught) to report to an adult, all behaviours/actions/words that cause them to feel unsafe or concerned. If a report is made to parents/carers we expect that they will contact the school as soon as possible, as their first port of call.

Consequences

At IPECS, all staff spend a great deal of time, and place a high value on, listening to the 'stories' of all children involved in incidents. The nature of incidents which seem simple and straightforward on the surface, are in fact most often complex and layered. At IPECS, we seek to 'unpack' the layers of the incidents in a respectful and thorough manner to ensure that the best possible outcome is achieved.

A consequence is the outcome of a particular behaviour. Consequences are put in place to protect the rights of others. At IPECS we use natural consequences. Natural consequences are based on notions of fairness and restitution. They are based on solutions to problems rather than a quick fix. For this reason, logical consequences do sometimes take longer to show results, however, are based on the principle that children are learning that behaviour is learned and aimed at meeting a need.

Consequences vary in relation to the situation. Depending on the nature of the situation, decisions in relation to consequences are determined by the classroom teacher or in some instances by a member of the school leadership team in conjunction with other relevant staff. Consequences aim to provide the best-fit opportunities for children to change their behaviours, to reflect on their actions and understand that violence of any kind is unacceptable at our school. We recognise the significance of all children knowing that there will be consequences for those who cause harm to others.

Examples of consequences include:

- Children engaged in a thorough investigation and follow-up with the leadership team
- Parents /carers contacted by or meet with the leadership team
- Round table meetings with child, parent/carer and the leadership team
- Restorative processes
- 'Time-away' (from class or playground)
- Counselling
- Negotiated return to class or playground

- Playground passport
- Individual plan
- Frequent parent/carer meetings
- In-school suspension
- Modified attendance timetable
- Mutually agreed leave
- Suspension from school

Restorative Practices

The most profound learning occurs when there is a healthy relationship between teacher and child and between children. Restorative Practices assists teachers, children and parents to build, maintain and restore relationships. At IPECS our adults and children use the restorative questions when things go wrong. This approach allows all sides to be heard and an outcome negotiated to repair and restore relationships.

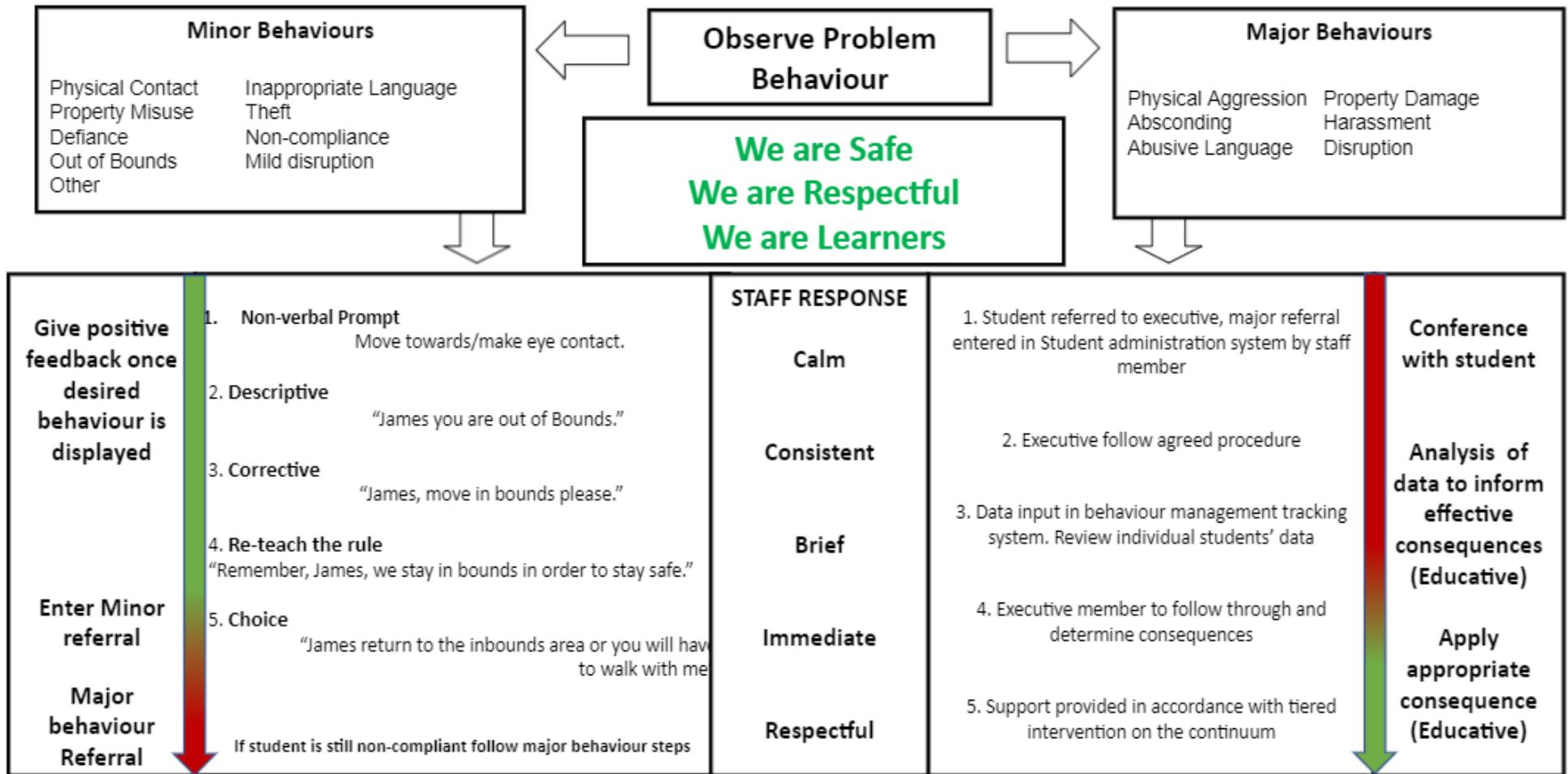
At IPECS, all staff spend a great deal of time, and place a high value on, listening to the 'stories' of all children involved in incidents. These conversations are guided by four key questions:

1. What happened?
2. How do you feel?
3. Who was been harmed?
4. What needs to happen to make things right?

The nature of incidents which seem simple and straightforward on the surface, are in fact most often complex and layered. At IPECS, we seek to 'unpack' the layers of the incidents in a respectful and thorough manner to ensure that the best possible outcome is achieved.



Appendix 1 Behaviour Flowchart



Appendix 2 Procedure for when things go wrong

