



## **Baxter Primary School**

### **Response to Child Safe Standard 7: Strategies to promote child participation and empowerment**

#### **Element 1 Strategies: Standards of behaviour for students attending the school.**

##### **Are there standards of behaviour in place for students attending the school?**

Our school has clear and consistent standards of behaviour for students attending the school. These standards of behaviour flow from our School Values: Kind, Respectful, Inclusive and Encouraging of others. The values are referred to by teachers frequently, noted on our school website here and are the lense through which we form all our day-to-day interactions. Each year our staff and students collaboratively discuss and agree on a detailed description of the behaviour that we expect from students and a detailed statement of student rights and responsibilities is included in our Student Engagement and Wellbeing document.

The Department of Education and Training's Student Engagement and Inclusion Guidance requires all government schools to develop a Student Engagement Policy. In developing this policy Baxter Primary School has:

- worked with the school community to set/review shared values and a vision
- considered if the school environment is inclusive and empowering and provides opportunities for students to take responsibility and be involved in decision-making.

A copy of our Engagement and Wellbeing policy can be obtained on the school website

Our BFG (Baxter Focus Group), representatives of which are elected from each class, promote their role as facilitators of change, who work with and on behalf of all students, receiving, evaluating and addressing student based concerns. They review and make improvements to the school and provide opportunities for students to share in decision-making regarding student participation, behaviour and environment.

We administer the Attitudes to School Survey each year to our year 3-6 students. This gathers data to support student wellbeing, engagement, school improvement and planning in schools. The survey captures students' attitudes and experiences at school and is aligned with the Department's Framework for Improving Student Outcomes (FISO). We use the data from this survey to consider if the school environment is inclusive and empowering and take action accordingly. This provides opportunities for students to take responsibility and be involved in decision-making

Through our dedication to developing student leadership, our 'Buddies' program provides senior students the opportunity to role-model behaviour expectations to younger students. This promotes pro-active and consistent student behaviour across the school, and supports the development of students' emotional and social learning. Note our Buddies Policy.

Students from each class are acknowledged at assembly with awards that specify the school value/s that has been displayed by the students.

Baxter Primary is as a lead school in the Respectful Relationships program. Staff and students engage with the Resillience Rights and Respectful Relationships teaching resources which empower students to speak up, be heard and proactively develop their sense of self and safety through targeted social and emotional learning.

Student standards of behaviour also extend to online environments. Baxter Primary School recognises the importance of privacy and the need for students to be safe and responsible users of digital technologies. We believe that explicitly teaching students about safe and responsible online behaviours is essential, and is best taught in partnership with parents/guardians and appropriate outside agencies. At Baxter Primary School we:

- Support the rights of all members of the school community to engage in and promote a safe, inclusive and supportive learning environment
- Have a ICT Policy that clearly states our expectations including actions and consequences for inappropriate behavior
- Educate our students to be safe and responsible users of digital technologies

### **Element 2 & 3 Strategies: Healthy and respectful relationships (Including sexuality)**

**Is the school delivering respectful relationships and resilience education in alignment within the learning standards under Personal and Social Capability and Health and Physical Education in the Victorian Curriculum?**

Our Baxter Primary School Values promote the development of caring and respectful relationships between students and other students and adults. This includes communicating positively with one another, and staying open-minded to diversity. In conjunction with the School Values mentioned above Baxter P.S utilises a number of other strategies to promote healthy and respectful relationships including:

Baxter Primary School has been involved with the Respectful Relationships program since 2020. We are now a lead school and a committed partner in the initiative to reduce family violence. Respectful Relationships promotes respect and gender equality and helps students learn how to build healthy relationships. It prepares students to face challenges by developing problem-solving skills and building resilience and confidence. A whole school approach is adopted as we integrate this program in all year levels of the school.

**Is the school delivering sexuality education in alignment within the learning standards under the Personal and Social Capability and Health and Physical Education within the Victorian Curriculum?**

Baxter Primary School delivers sexuality education in alignment with the Victorian Curriculum. Utilising a program suggested by the Victorian Department of Education, our year 5 and 6s participate in a series of sessions that cover issues including sexuality, gender identity, bullying awareness and respectful relationships.

As part of this program consent is sought prior and any questions about the program are addressed ensuring parents are informed of the content and intended delivery.

### **Element 4 Strategies: Child Abuse Awareness and Prevention**

**Is the school delivering child abuse awareness and prevention education and meeting the relevant learning standards within the Victorian Curriculum?**

The Child Safe standards are promoted and taught to students in a child-friendly manner. Staff have completed professional development and training on child safety, and have been provided with support and resources to manage and report suspicions and disclosures of child abuse.

Students in Grades 3 to 6 complete a student opinion survey on their perspective of child safety, bullying and relationships with adults at our school.

Our school has a Child Safe policy, code of conduct and strategies, and a child abuse reporting procedure in place to ensure the safety all children in our education and care. All documents are publicly available on our website for all members of our community to view and use, and to learn from.

**Have staff at the school undertaken mandatory reporting training and familiarised themselves with the Four Critical Actions: Responding to Incidents, Disclosures and Suspicions of Child Abuse.**

So that Baxter Primary School staff are aware of their roles and responsibilities in protecting the safety and wellbeing of students, Each staff member completes Mandatory Reporting training at the beginning of each school year ensuring they:

- Understand their various legal obligations to report and take other reasonable steps to discharge the duty of care that may be owed to the child or young person
- Identify indicators that a child or young person has been, is being, or is at risk of being abused
- Make a report about a child or young person who has been, is being, or is at risk of being abused.

Student Health and Wellbeing is always an agenda item at staff meetings and team meetings, held weekly. Principal and Assistant Principal immediately follow up any concerns raised.