



MICHELLE DeGARIS MEMORIAL KINDERGARTEN

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Telephone (08) 8762 1086, Fax (08) 8762 0862*

Safe Centre Code

The Michelle Degaris Memorial Kindergarten's policy regarding bullying, harassment, violence and child protection been developed so we can continue to contribute to an environment where children, families and staff feel safe and supported.

The National Safe Schools Framework identifies nine key elements to assist in the planning, implementing and maintaining of a safe, supportive and protective learning community that promotes safety and wellbeing for all. These are:

- 1 Leadership commitment to a safe site
- 2 A supportive and connected site culture
- 3 Policies and procedures
- 4 Professional learning
- 5 Positive behaviour management - utilising SMART Strategies.
- 6 Engagement, skill development and safe site curriculum
- 7 A focus on wellbeing and ownership for all
- 8 Early intervention and targeted support
- 9 Partnerships with families and community.

Examples of bullying

- Physical: hitting, pushing, touching, grabbing, looks, stares, facial expressions, gestures, spitting, taking or damaging property
- Verbal or written: spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, spreading rumours
- Cyber: using e-mail, voice and text messaging, social networking sites, photographic and video images
- Graffiti: using pictures, tags or words
- Social: forming groups to leave out, ignore and disrespect; influencing, encouraging or organising someone else to be involved in any type of bullying or harassment.

The Keeping Safe child protection curriculum is an age and developmentally appropriate teaching program for use with children in the early years.

Its four focus areas are:

- The Right to be Safe
- Relationships
- Recognising and Reporting Abuse
- Protective Strategies.

The core focus of the Keeping Safe child protection curriculum is to educate children, families and staff about how to recognise abuse and protect themselves from it. More broadly, however, the curriculum has a focus on rights, responsibilities, relationships and ethical behaviour as core building blocks for all to build the skills that will help them recognise and protect themselves from abuse.

Teaching respectful relationships to children makes an important contribution to increasing protective factors and decreasing bullying, harassment and violence in sites. Both bullying and cyber-bullying are ultimately relationship issues that require relationship-focused solutions (Pepler 2006).



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Play, Learn and Grow Together

Safe Centre Code

We Believe:

- Everyone has the right to learn in a safe, respectful, inclusive environment
- Behaviour is a form of communication
- Children have a right to be supported to develop appropriate behaviours
- The most effective learning occurs when families and staff work together to develop common learning outcomes
- Consideration of children's individual developmental and contextual needs are crucial to successful learning

We promote positive behaviour and social interactions by:

- Providing a safe, well planned environment that promotes a sense of belonging, trust and respect
- Providing an enriching program which enables each child to experience success and to appropriately express feelings
- Enabling opportunities for skill development throughout the program, such as resilience, social, coping and communication skills and protective behaviours
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Modelling and encouraging children to be actively involved in problem solving, negotiation and conflict resolution
- Valuing children as individuals within their family and cultural context
- Involving children in the understanding and development of behavioural expectations and consequences
- Explicit teaching of appropriate behaviours and play skills, building on each child's strengths and achievements
- Encouraging open communication with families to ensure that each child's behavioural and developmental needs are met

We respond to challenging behaviours by:

- Reminders of behavioural expectations
- Supporting children to problem solve, negotiate, find resolutions and manages emotions appropriately
- Using Restorative Justice practices that are able to empathise with others and restore relationships
- Communicating with families at the earliest opportunity to work together positively to assist the child's emotional social learning
- Assessing children's behaviours and reviewing program/environment planning to cater for individual needs
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Withdrawal of attention followed by redirection (time-in) if inappropriate behaviours are recurring
 - Focus on reinforcement of positive behaviours