



Melrose Primary School (MPS)

Guidelines to Child Protection:

Please refer to the DECD website to access the Child Protection Policy in schools, early childhood education and care.

Statement of Intent:

At Melrose Primary School we have the responsibility to create a safe supportive environment where adults respond to, listen to and notice when children and young people are experiencing problems and need support. Childrens' rights to be respected and cared for are upheld. Our expectation is that all children will reach their potential in all domains of wellbeing. The domains of wellbeing are: learning, social, emotional, behavioural, spiritual and psychological.

Children and young people are encouraged to develop a strong sense of:

- self-worth
- self-motivation
- self-regulation

Adult intervention processes:

Staff are supported to develop the skills, understandings and dispositions to recognise and respond to suspected abuse and neglect.

Effective abuse prevention programs are delivered.

Children and young people have a right to:

- be treated with respect and to be protected from harm.
- be able to express their views and wishes about matters affecting their lives and to have those views appropriately considered by adults.
- feel and be safe in their interactions with adults and other children and young people.
- understand, as early as possible, what is meant by 'feeling and being safe'.
- have the support of all adults in their education or care setting whose role includes advocacy for their safety and wellbeing.

Attendance and Engagement:

At MPS we intend to maintain children and young people's attendance and engagement with education and care environments. We strongly understand that these factors are key contributors to children and young peoples' safety and wellbeing.

Supporting documents which detail policies, programs and guidelines:

- TfEL pedagogy (Teaching for Effective Learning)
- Australian Curriculum Implementation
- Responding to Abuse and Neglect training (RAN)
- Protective Practices for Staff in their Interactions with Children and Young People
- Keeping Safe – Child Protection Curriculum
- Managing Allegations of Sexual Misconduct
- Volunteers Working in Educational Care Sites and Settings
- Safer DECD Schools
- DECD Attendance Policy and MPS Attendance Guidelines
DECD Discipline Policy and MPS Behaviour Support and Safety Policy

Required Training:

- Responding to Abuse and Neglect (3 yearly updates after an initial full day training)
- Keeping Safe Curriculum Training (updates online after a full day training)
- Protective Practices Guidelines for staff and volunteers (reviewed annually)

Agreed Program Implementation:

- The Keeping Safe Curriculum will form the basis of the Social Emotional Learning program at Melrose Primary School.
- Staff will use the implementation guidelines outlined in the Keeping Safe Documents.
- The Keeping Safe Curriculum may be implemented through the Australian Curriculum in the learning area of Health & PE and as standalone units, depending on topics being covered.
- Incidents of bullying and harassment must be addressed immediately as they happen.
- Restorative Justice Practices will be used to resolve conflict between students.

Supporting Programs and Procedures:

- The MPS Cooperative Code
- The Community Virtues of Respect, Learning, Honesty, Responsibility and Excellence
- The Bounce Back Program supports students to develop resilience
- The "I Can Do It" Program supports students with a range of successful habits
- Encouraging and referring to Growth Mindset behaviours is expected.
- Peer mentoring and support is expected.
- Involving the DECD Support Services Team
- MPS Wellbeing Policy

Other Supporting Practices, Resources and Activities:

Other structures that support the social and emotional learning of children at Melrose Primary School are:

- Student Voice
- Student Leaders and leadership
- Communicate problems with parents and involve parents in the solution
- Parent meetings
- Positive reinforcement of appropriate behaviour
- Circle Time
- Class Meetings
- Certificates
- School and Community Assemblies
- Refer to the Wheel of Choice
- Refer to the Emotional Thermometer
- Use the Hassle Log to report issues
- Play is the Way Program
- Harmony Day learning and celebrations
- Whole School Camp annually
- Excursions and performances
- Transition Program – Preschool to Reception and Year 7 to Year 8
- Teach and use shared and democratic decision making processes
- Continually develop an inclusive and friendly school culture
- Model and teach assertive behaviours
- Teach bystander prevention strategies
- Provide a range of communication and reporting channels
- Display, teach and use the Grievance Procedures
- Develop implement, monitor and review Individual Learning Plans (ILPs)
- Organise student surveys
- Develop a common understanding of problems and make a commitment to address all problems immediately as they occur

At Melrose Primary School we believe that everyone has the right to feel safe and that we all need to take responsibility in creating and maintaining a safe environment.

We believe that everyone needs to take responsibility for their own behaviour choices and will be expected to make amends if they have harmed anyone in any way.

We are committed to the principle of continual improvement.