



St. Joseph's Primary School Numurkah

Plan for the Implementation of NSSF

May 2016

Policy Statements

Basic Beliefs:

- “In never seeing a need without doing something about it” (Mary MacKillop).
- That our school community nurtures the development of the whole child.
- Providing programs and support that meet the individual needs of all students (social, emotional, educational, psychological, spiritual, physical and behavioural).
- In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

Commitment to Child Safety

- **All students enrolled, and any child visiting, have the right to feel safe and be safe in all school environments and outside of school hours. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.**

Aims : Plan

The nine elements of the NSSF underpin our Wellbeing policies and practice:

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

Practice

The school leadership accepts responsibility for ensuring that teachers have explicit knowledge of both early warning signs of child abuse and the specific systemic policy or legislative requirements for responding to the issue.

- All school staff participate in ongoing professional learning on child protection issues, including the complexity of monitoring and reporting issues.
- Teachers regularly monitor children's behaviour to identify and report early warning signs of abuse.

- Teachers are regularly informed of the procedures to follow when potential child protection issues are suspected.
- The school has established relationships with relevant external agencies responsible for child protection issues.
- The school's policies on safety and wellbeing are in line with the NSSSF guidelines.
- The school community recognizes all community members' rights.
- The school has a policy and procedures in place for dealing with critical incidents.
- Wellbeing policies are discussed with community members through assembly, staff meetings, Board meetings and via newsletter on an annual basis.(more often if required.)
- Staff implementation of wellbeing policies is consistent.
- Wellbeing policies are reviewed annually.
- There are clearly communicated procedures for staff to follow when they become aware of possible incidents or situations of child maltreatment, harassment, aggression, violence, bullying or misuse of technology.
- Monitoring is in place to ensure that these procedures are applied consistently, sensitively and confidentially.
- Student safety and wellbeing are enhanced when students feel connected to their school, have positive and respectful relationships with their peers and teachers, feel confident about their social and emotional skills and satisfied with their learning experiences at school.
- Clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying.
- Regular risk assessments of the physical environment of the school are carried out.
- Ongoing professional learning about research related to student safety and wellbeing.
- We have a strong focus on the enhancement of student engagement with learning.
- Our school implements the use of cooperative learning and other relational teaching strategies.
Teaching of skills and understandings to promote cybersafety and for countering harassment, aggression, violence and bullying are encouraged.
- Our Curriculum provides multiple opportunities for students to develop a sense of meaning and purpose.
There is provision of a range of opportunities for student ownership and decision-making, student voice and peer teaching.
- We have in place effective processes for the early identification of students and families who need, or could benefit from, additional support.

- A strong focus on the enhancement of student engagement with learning.
- The extensive use of cooperative learning and other relational teaching strategies.
- Teaching of skills and understandings to promote cybersafety and for countering, harassment, aggression, violence and bullying.

Ratified by the School Board