

## CHILD SAFE STANDARD 7: STRATEGIES TO PROMOTE CHILD EMPOWERMENT AND PARTICIPATION

### Overview of existing resources available to schools

Child Safe Standard 7 (Standard 7) requires schools to develop strategies to deliver appropriate education about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

Ministerial Order 870 also requires schools to promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children.

The Department of Education and Training has a range of existing resources that will assist schools to comply with these requirements. Schools are already doing much of this. Further, additional resources are being developed in respect of student complaints and child abuse awareness and prevention – these will be available later in 2016.

#### In preparing for compliance schools are expected to:

- **Identify** the proposed school actions and associated timeframe, per Standard 1, to deliver appropriate education about: standards of behaviours for students attending school; healthy and respectful relationships (including sexuality); resilience; and child abuse awareness and prevention.
- **Identify** the proposed school actions and associated timeframe, per Standard 1, to promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly for children.

## **RESOURCES TO SUPPORT STANDARDS OF BEHAVIOUR FOR STUDENTS ATTENDING THE SCHOOL**

### **STUDENT ENGAGEMENT POLICY**

Every government school must have a Student Engagement Policy which provides the basis on which they can develop and maintain safe, supportive and inclusive school environments.

As part of this, Student Engagement Policies should also articulate the expectations and aspirations of the school community in relation to student engagement, including strategies to address bullying, school attendance and behaviour.

A school's policy should be developed in consultation with the wider school community including school leaders, teachers, students and parents.

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/policydev.aspx>

### **SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)**

An evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

<http://www.education.vic.gov.au/school/principals/participation/Pages/wholeschoolengage.aspx>

## **RESOURCES TO SUPPORT HEALTHY AND RESPECTFUL RELATIONSHIPS (INCLUDING SEXUALITY)**

### **RESPECTFUL RELATIONSHIPS EDUCATION**

Respectful Relationships Education focuses on helping students in Prep to Year 10 challenge negative attitudes such as discrimination and harassment that can lead to violence, often against women.

<http://www.education.vic.gov.au/school/teachers/health/Pages/respectrel.aspx>

### **HEALTH EDUCATION POLICIES**

School councils must develop health education policies to support the health messages being delivered within the classroom and with school community input: students, parents and teachers. All school staff must:

- be conscious of issues related to the disclosure of personal information
- give careful consideration prior to approval of collection of sensitive information
- not promote their own personal preferences
- select health education materials with care.

### **SEXUALITY EDUCATION**

Comprehensive, inclusive sexuality education is a compulsory part of a school's health education curriculum, taught and assessed by teachers.

The promotion of sexual health is a responsibility shared between schools, the local health and welfare community, and parents. School-based sexuality education programs are more effective when they are developed in consultation with parents and the local community. Learning and teaching in sexuality education should be developmentally appropriate.

Schools must support and respect sexuality diversity including same sex attraction. See: [Supporting Diversity in Schools](#) (PDF - 119Kb) (pdf - 119.04kb).

For more information on:

- sexuality education see: [Catching On-line](#)
- sexuality diversity inclusion in sexuality education see: [Supporting Diversity in Schools](#) (PDF - 119Kb) (pdf - 119.04kb)

### **MENTAL HEALTH PROMOTION**

All health education learning and teaching programs should aim to build student resilience and peer support practices to promote a student's ability to look after oneself, recognise and be aware of one's needs in others, and awareness of appropriate supports in school and in the community. *Promoting Healthy Minds for Living and Learning* web page provides materials to support school staff create environments conducive to mental health.

<http://www.education.vic.gov.au/childhood/providers/health/Pages/earlychildhood.aspx>

### **SAFE SCHOOLS HUB FOR STUDENTS**

Students have their own Safe Schools site, with carefully selected, age-appropriate online resources to engage them in the challenge of creating safe places to learn and grow.

<http://www.safeschoolshub.edu.au/home>

### **HEALTHY TOGETHER ACHIEVEMENT PROGRAM**

An initiative to support schools to create healthier environments for learning. It can assist schools to integrate health and wellbeing activities into strategic and annual plans to improve student engagement and wellbeing outcomes. The Achievement Program provides an evidence-based framework and resources to support schools to take a whole-school approach to promoting health and improving student engagement and wellbeing. This includes supporting the health and wellbeing of students, staff and families through learning, policies, creating a healthy physical and social environment, and developing community links and partnerships.

<http://www.achievementprogram.healthytogether.vic.gov.au/>

### **KIDSMATTER**

KidsMatter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

<http://www.kidsmatter.edu.au/primary>

### **MINDMATTERS**

MindMatters is a mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. We call it a 'framework', in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique circumstances. MindMatters provides school staff with blended professional learning that includes online resources, face-to-face events, webinars and support. All content has been informed by strong evidence in the area of school mental health and wellbeing. The use of MindMatters' comprehensive resources has mental health benefits for the entire school community – including students, families and school staff.

<http://www.mindmatters.edu.au/>

### **RESOURCES TO SUPPORT RESILIENCE**

*Building Resilience: A model to support children and young people*

*Building Resilience: A Model to Support Children and Young People* provides an evidence-based approach to developing social and emotional learning skills and enhancing resilience. It recommends taking a multi-dimensional, school-wide approach to supporting resilience and engagement, which has a positive impact on social and academic outcomes.

This Model has been developed in an online portal, designed to help schools easily access programs, tools and resources which support resilience building in children and young people.

<http://www.education.vic.gov.au/about/departments/Pages/resilienceframework.aspx>

### **RESOURCES TO SUPPORT CHILD ABUSE AWARENESS AND PREVENTION**

#### **DANIEL MORCOMBE CHILD SAFETY CURRICULUM**

The Daniel Morcombe Child Safety Curriculum was developed by Queensland's Department of Education, Training and Employment (DETE) in partnership with the Daniel Morcombe Foundation. The Department of Education and Early Childhood Development partnered with DETE to make the Curriculum available for use in Victorian schools.

The Curriculum is aligned with the Draft Australian Curriculum, and consists of classroom lessons across three levels: Prep - Year 2, Years 3-6 and Years 7-9. It aims to teach children about personal safety, including cybersafety and phone safety, and focuses on three key safety messages:

Recognise, React and Report.

Parent guides have also been developed to inform parents about the Curriculum and help them reinforce the key safety messages at home.

- Government schools see: <https://fuse.education.vic.gov.au/pages/Teacher.aspx>  
(Edumail password is required before searching Daniel Morcombe Child Safety Curriculum)
- Non-government schools see: <https://www.scootle.edu.au/ec/p/home>

Parents see: <http://education.qld.gov.au/parents/school-life/child-safety-curriculum.html>

### **CHILD WISE PERSONAL SAFETY EDUCATION PROGRAM**

The aim of the Personal Safety education program is to teach children and young people how to be more assertive and resilient to risks. It teaches children and young people about their own feelings relating to safety and how to build safety networks. Most importantly it educates children about how to tell someone if anyone is harming them.

<http://www.childwise.org.au/page/21/wise-child-protective-behaviours>