



## **MICHELLE DeGARIS MEMORIAL KINDERGARTEN**

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### **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).