

Inclusion

Respect and promote the diversity of the school community and implement proactive strategies in order to build a cohesive and culturally safe environment.

Teachers, model and promote values and positive behaviours such as respect, kindness and empathy in order to create and maintain a supportive and safe learning environment that encourages students to take risks and feel supported.

Positive Psychology Program

Whole school commitment to implementing and teaching Growing with Gratitude as a whole school Positive Psychology program. This is a non-negotiable. From the beginning of the year, teachers will agree to:

- Explicit teaching of content consistently and regularly and/or incorporate within other subject areas. E.g one lesson per week.
- Reinforce the 5 Habits of Happiness into daily activities so students can cultivate gratitude and positive habits as well as become resilient and persistent learners. Such skills will also enable students to develop the skills to overcome adversity and challenges.
- Model and support students to build positive, respectful and meaningful relationships.
- Participate in Professional Learning

Engagement

Positive well-being is fostered to support our students become powerful learners who develop a love for learning and uphold a Growth mindset. Teachers consistently refer to the positive psychology program to engage students to be powerful learners, overcome challenges and take responsibility for the decisions they make.

Student Voice

Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness.

Provide opportunities for authentic student decision-making over matters that affect them

Support Programs

Assistant Principal: Wellbeing and Inclusion

SRC- student voice

Upper primary leadership program

House points

SSO supported Social Skills groups

Shine

Breakfast Club

Kids Matter supporting resources for Social and Emotional Learning

Growing with Gratitude

Accessing professional/ DfE support agencies: Psychological Assessments, Behaviour Coach, CAHMS Counselling, Autism SA, ONE Plans, Individual Education Plans.

Bullying Prevention

The Behaviour Development Policy supports the prevention of bullying at GSPS in conjunction with the Positive Psychology Framework. Students are taught positive communication skills as part of everyday learning, how to treat others with kindness, respect and reinforce the importance of acceptance in order to prevent bullying.

The Bullying Prevention is Everyone's Responsibility document helps support student voice and engages students to feel a sense of importance in the process of preventing bullying.

Keeping Safe- Child Protection Curriculum

One or more lessons taught per week.

The Right to Be Safe, Relationships, Recognising and Reporting Abuse and Protective Strategies.

Parents are informed as to the curriculum content.

Mandatory Reporting as required; discussion with leadership when this process occurs and documentation completed.

Restorative Practice

Restorative practices are embedded into our behaviour management processes. Opportunities are highlighted for those in a conflict to understand, clarify and resolve the situation and work together towards repairing relationships as an educated process. The language of the Positive Psychology program is used as a metalanguage to reinforce respectful relationships.

Data Collection

Middle/ Upper primary Wellbeing and Engagement Survey term 3.

Data review and strategies put in place to address concerns.

Student Review/ referral meetings- with Student Support Service providers

Behaviour Incident forms entered into EDSAS

NCCD