Whole School Agreement - Child Protection, Health and Well-being Education
Statement of Belief

At our School we have the responsibility to create an ethical climate where adults respond to, listen to and respect children and young people in a supporting and learning environment where:-

- Respectful and caring relationships are fostered
- Children and young people are encouraged to develop a strong sense of self worth
- Staff are supported to develop the skills understandings and dispositions to recognise and respond to suspect abuse and neglect.
- To deliver effective abuse prevention programs.

Agreed Programmes

We have agreed to use *Keeping Children Safe* supported by *Play is the Way* and *Bounce back* (see scope and sequence)

Agreed Schedule of Lessons

We agree that in the first two weeks of school year class teachers will create a class culture by setting up expectations and routines using *Play is the Way* Language and the school values. Then continue to allocate 50 minutes a week for the remainder of the year to teach the Scope and Sequence of the Whole School Child Protection, Health and Well being Education Program. In conjunction with this another time slot will be allocated for classes to work collaboratively to join together in the *Play is the Way Program* each week.

(The resource for this methodology is Keeping Safe Child Protection Curriculum)
### Scope and Sequence Keeping Safe Child Protection Curriculum

<table>
<thead>
<tr>
<th>R</th>
<th>Can recognise own emotions through situational or body signals</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Can recognise own emotions through situational or body signals</td>
</tr>
<tr>
<td>2</td>
<td>Accepts and appreciates differences between people</td>
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</tbody>
</table>

#### Self-awareness
- Identifying emotions – identifying and labeling one’s feelings.
- Recognizing strengths – identifying and cultivating personal strengths and positive qualities.

#### Self-management
- Managing emotions – monitoring and regulating feelings so they aid rather than impede the handling of situations.
- Goal setting – establishing and working toward the achievement of short and long-term pro-social goals.

#### Social awareness
- Perspective-taking – identifying and understanding the thoughts and feelings of others.
- Appreciating diversity – understanding that individual and group differences complement each other and make the world more interesting.

#### Relationship skills
- Communication – using verbal and nonverbal skills to express oneself and promote positive exchanges with others.
- Building relationships – establishing and maintaining healthy and rewarding connections with individuals and groups.
- Negotiation – achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned.

#### Protective Strategies
- Managing emotions – monitoring and regulating feelings so they aid rather than impede the handling of situations.
- Goal setting – establishing and working toward the achievement of short and long-term pro-social goals.

#### Responsible decision-making
- Analysing situations – accurately perceiving situations in which a decision is to be made and assessing what factors might influence one’s response.
- Assuming personal responsibility – recognising and understanding one’s obligation to engage in ethical, safe, and legal behaviour.
- Respecting others – believing that others deserve to be treated with kindness and compassion.
- Problem solving – generating, implementing, and evaluating informed solutions to problems.

#### Recognising and Reporting Abuse
- Can identify the emotions of others based on verbal and non-verbal cues
- Can express oneself assertively
- Can distinguish between positive and negative outcomes or consequences

#### Definitions
- Yellow and Blue represent Protective Behaviours Curriculum
- White represents Bounce Back Program

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Note: The document includes a table with detailed content, which is not fully transcribed here due to the format limitations. For comprehensive information, please refer to the original document.
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>- Perseveres in the face of setbacks</td>
<td>- Understanding rights and responsibilities</td>
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<tr>
<td>- Review network introduce concept of several networks</td>
<td>- Understands the characteristics of friendships</td>
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<tr>
<td>- Persistence</td>
<td>- Anatomical names for parts of the body</td>
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<tr>
<td>- Can label own emotions accurately – has a feelings vocabulary</td>
<td>- Touching – Appropriate and inappropriate Touching circle</td>
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<tr>
<td>- Early warning signs- physiological, feelings and external signs</td>
<td>- Values the rights of others</td>
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<tr>
<td>- Can generate multiple options or alternative solutions to problems internet safety- Using scenarios</td>
<td></td>
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<tr>
<td>- Can set realistic short- and long-term goals</td>
<td>- What is abuse and different forms of abuse?- Physical, emotional, and sexual abuse, neglect and domestic violence. Secrets- Mixed emotions, and identifying risk situations</td>
</tr>
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<td>- Persistence</td>
<td>- Power of language</td>
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<tr>
<td>- Can differentiate the strength or intensity of different emotions -Difference between unsafe and acceptable risk taking situations -Personal emergencies</td>
<td>- Gender and bullying</td>
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<td>- Can cultivate and increase own strengths and qualities Concepts of safety</td>
<td>- Uses appropriate facial expression and body language when communicating use and abuse of power</td>
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- The right to be safe  
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- Building relationships – establishing and maintaining healthy and rewarding connections with individuals and groups.  
- Negotiation – achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned.  
- Refusal – effectively conveying and following-through with one’s decision not to engage in unwanted or unsafe conduct.  
**Relationships** |
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- Managing emotions – monitoring and regulating feelings so they aid rather than impede the handling of situations.  
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**Recognising and Reporting Abuse** |
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**Protective Behaviours Curriculum**  
|  
**White represents Bounce Back Program** |  
**Abuse in relationships** |  
**Types of abuse- Physical, emotional, sexual abuse, neglect and domestic violence including dating violence**  
**Acting to report abuse**  
**internet safety- Using scenarios** |

6 can identify own basic positive qualities such as fairness and humour - Adolescents and concept of safety - Early warning signs – ‘fight flight’ response and external signs

Can set realistic short- and long-term goals

Problem solving using ‘trust, talk, take control’

Review networks and identify community support networks

Persistence

Understands that individual group differences complement each other

Can approach and join in with others – makes connections and friendships

Exploring rights and responsibilities in different relationships

Un Charter Networks

Relationship circles

Can generate multiple options or alternative solutions to problems

Abuse in relationships