



**Lathlain**  
**Primary School**

# BE YOU POLICY

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Reviewed November 2020

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## **Be You Policy**

*Be You* is a mental health framework which incorporates promotion, prevention and early intervention which will:

- improve the mental health and wellbeing of students
- reduce mental health problems in students
- achieve greater support for students with mental health problems and their families.

### **Definition of Mental Health**

“state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.” (WHO, 2009)

In a childhood context mental health relates to the “capacity to enjoy and benefit from a satisfying family life, relationships, and educational opportunities, and to contribute to society in a number of age appropriate ways. It also includes freedom from problems with emotions, behaviours or social relationships that are sufficiently marked or prolonged to lead to suffering or risk to optimal development in the child, or to distress or disturbance in the family.” (Raphael, 2000)

### **MENTALLY HEALTHY COMMUNITIES**

The *Be You* framework encourages the understanding of mental health and well-being in learning communities, connection through strong relationships and including by embracing diversity within the community. It supports the National Quality Standards (NQS) that schools are required to implement in Kindergarten to Year 2.

### **FAMILY PARTNERSHIPS**

Positive relationships at Lathlain Primary School enable children and families to feel that school is a place where they feel welcome, where they will be listened to and where they can contribute. Whilst hard to measure, these qualities are perhaps most apparent at the commencement and conclusion of each day. A positive school community helps children feel that school is a safe place where their needs can be met. A positive school community is one in which parents and staff work together to improve the wellbeing of all students and cultivate an environment in which good mental health becomes a conduit to educational and social outcomes.

### **Events**

One important part of relationship building between home and school is the staging of events to engage the community. Inclusive and interactive events are embedded in the school calendar each year, such as:

- Annual Welcome Event
- Grandparents Day
- An open invitation for the community to school assemblies
- Discos
- Open Classrooms Evening
- Excursions involving parent assistants
- Parent ‘Class Helpers’
- Community Volunteers for the Canteen, Uniform shop and serving food at a variety of events
- Harmony Day Activities
- NAIDOC Activities – flying of flags on a daily basis
- Edu-dance performances
- Parent attendance at sporting events and carnivals
- Parent presence at choir events

- Parent & EAL/D Specialist meetings for EAL/D new enrolments
- Parent Workshops
- P&C Parent Representatives Meetings with the Principal
- Colour Run
- Be You Committee
- Annual School Council Open Meeting
- Fathering Project

## **Parents**

Further to school event planning, is the involvement of a proactive parent community in the life of the school. Lathlain benefits from an energetic P&C committee who unite regularly to raise funds that ultimately allow the school to plan projects with clear wellbeing, social and academic outcomes.

The School Board serve to advocate for both the school and the parent body and is made up of parents and staff with a broad spectrum of skills, abilities and experience. The Board represents the interests of the wider school community and provide insight into the level of positivity and inclusivity felt by the school community.

The Lathlain experience is one in which teachers, parents and school leadership are open to creating a conversation around supporting students with mental health challenges and about initiatives that grow good mental health. This dialogue may take place anecdotally at school drop-off and pick-up, or through formally arranged meetings.

Parents are encouraged to connect with the topics and themes of the social-emotional learning program through; the school's website, teacher term outlines, newsletters and information dispersed from the *Learning Environment* team.

## **LEARNING RESILIENCE**

Learning how to manage feelings and get on with others is an important part of children's development that helps them learn better and feel good about themselves. Teaching children social and emotional skills as part of the school curriculum gives them tools for coping with emotions, solving problems and learning more effectively (*NQS 1: Educational Program and Practice*).

Based on the *Be You* framework, the school affirms the importance of social and emotional learning and resilience.

A social and emotional learning evidence based program Bounce Back, will be taught and embedded into the school curriculum, empowering our students to look after their mental health and well-being. It will be taught at Lathlain Primary School in all year levels from Kindergarten - Year 6.

### ***Personal and Social capability (source WA curriculum)***

The *Western Australian Curriculum: Health and Physical Education* is a key contributor to the development of personal and social capability for all students. Working collaboratively with others in movement and non-movement based activities develops students' personal and social skills, as well as an appreciation of their own strengths and abilities, and those of their peers. They develop a range of interpersonal skills, such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

The Bounce Back Wellbeing, Resilience and Social–Emotional learning program addresses the environmental building blocks and the personal skills for fostering resilience in children and young people.

Each book addresses the following components:

#### Self-knowledge

- Courage – developing the skills and perceptions that lead to being more courageous in many areas of one's life
- Optimism (Look on the Bright Side) – having confidence in one's own ability to solve problems and take positive action and developing skills in focusing on the positives, even in difficult situations
- Success (STAR, CHAMP, WINNERS) – identifying one's own relative character and ability strengths and limitations, setting and achieving goals, being organised and persisting, becoming self-disciplined and being resourceful in solving problems.

#### Social awareness

- Core values – acting on important pro-social beliefs about how one should behave towards others
- Emotions – skills for responding with empathy to the feelings of others and recognising the feelings and intentions of others
- Relationships – skills for successfully interacting with others, making and keeping friends and avoiding and managing conflict
- Bullying – activities that encourage awareness of the harm that is caused by bullying and developing skills and attitudes that enables bystanders to support individuals being bullied

#### Self-management

- Emotions – recognising and managing one's own negative emotions such as anger, sadness and worry etc and recognising and enjoying and amplifying one's own positive emotions such as; happiness, pride and excitement, changing a bad mood into a good mood
- Helpful thinking – using rational and helpful thinking and positive self-talk to cope with negative events and feelings in one's life
- Humour – learning how humour can be used to assist with coping in hard times as well as supporting others.

This program will ensure a consistency in meta-language and strategies across the school. A scope and sequence has been established and is implemented by all staff (refer to Appendix 2).

Lathlain students will be surveyed twice per year to gauge their resilience and coping skills (see Appendix 4).

#### **EARLY SUPPORT**

The *Be You* framework will enable staff to notice the early signs of mental health issues, inquire sensitively about each child's circumstances and provide support within and beyond the school.

The school staff will work closely with parents and carers in their central role of caring for their children by making useful information and resources about parenting available and by letting them know where they can get further assistance. (*NQS 6: Collaborative Partnerships with Families and Communities, NQS 7: Leadership and Service Management*).

Information will be dispersed to the parents/carers through the school newsletter, case management meetings and workshops to improve the general understanding of the support available.

## **RESPONDING TOGETHER**

The *Be You* framework aids in the recognition of the potential impact of critical incidents and a collaborative response to the incidents.

When children and families are able to access effective mental health intervention early, it can make a significant difference to their lives. The staff of Lathlain Primary School will respond effectively to children's mental health difficulties by identifying when problems may need to be followed-up, providing information for the SAER team and the Students at Educational Risk team through case management procedures will meet with families and develop links with mental health services outside the school when required (*NQS 6: Collaborative Partnerships with Families and Communities, NQS 7: Leadership and Service Management*).

- A Case Management Approach will be implemented and tailored to each individual – See school SAER procedures (Appendix 1). This could include one or more of the following personnel; Principal, Deputy Principal, Learning Support Coordinator, School Psychologist, School Nurse, Education Department personnel (Disability services, LDC outreach program, etc) and/or outside agencies.

## **LATHLAIN PRIMARY SCHOOL'S WHOLE SCHOOL FOCUSES ALIGNED TO 'BE YOU'**

### ***Protective Behaviours***

The Protective Behaviours Program is a personal safety program that teaches children skills and strategies to identify, respond to and seek assistance in a range of unsafe situations.

It is a mandated program available through the Department of Education. All classes engage in this program annually (Refer to Appendix 5). The Protective Behaviours resources are available free of charge from the Department's portal.

The program contains of a series of ten ideas kits which encourage the learning and development of skills for life in order for students to feel, be and keep safe. The aim is to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities. Each ideas kit is concept-related.

Teaching preventative strategies is a proactive way to strengthen our children's ability to keep themselves safe and minimise risk. Our students will develop personal safety and resilience skills from this structured program.

The Protective Behaviours beliefs and skills:

- are lifelong;
- are for a range of places where we might be unsafe – at home, at school, in the community; and
- can be applied to a range of unsafe situations including physical abuse, family violence, sexual abuse, bullying, emotional abuse and verbal abuse.

### ***WA Positive Behaviour Support (WA PBS)***

Positive Behaviour Support is a whole school framework which helps Lathlain Primary School create a positive learning environment with clear behavioural expectations.

WA PBS is overseen by an active team consisting of the administration, classroom and specialist teachers. This team works extensively with the entire staff who are committed in the creation and implementation of WA PBS.

The purpose of the Lathlain Primary School team is to support and improve students' academic, social, emotional and behavioural outcomes. In the process, the school will implement school wide Positive Behaviour Support through explicit teaching and reinforcement. In consultation with staff, students, parents and the community, this framework will underpin Lathlain's school vision.

It will be the role of this committee to upskill and liaise with Lathlain's School Board and the community to further progress WA PBS.

A behaviour matrix outlines the behaviour expectations once students, staff and community members enter the school grounds. Verbal and non-verbal responses are given to students to reinforce students who display the desired behaviour.

The overseeing acronym for Lathlain Primary is **C - A - R - E**. Each of the letters represents an aspect of the concept - At Lathlain, we CARE! (See Appendix 3).



### **Cyber Safety**

Cyber-bullying might occur over the internet, in instant messaging (IM) applications, chat rooms, social networking sites, blogs or gaming sites. It can also occur over the phone, by SMS or MMS, or other technologies. Most cyber-bullying can be organised into eight different categories:

1. **Flaming** – what might start off as a fight between two people then spreads, like flames, to include a number of other people.
2. **Trolling** – deliberately posting provocative messages to a newsgroup or message board with the intention of causing maximum disruption and argument which may lead to frustration and emotional distress for the people being targeted.
3. **Harassment** – tormenting someone with hateful and hurtful text messages, emails, posts and IMs that offend, humiliate or intimidate them.
4. **Denigration** – putting someone down or ruining their reputation; making others think less of them.
5. **Impersonation** – by you pretending to be another person online you could make someone tell you things they wouldn't normally talk to you about. Lying hurts.
6. **Outing and Trickery** – tricking others into believing that you are someone else, and then revealing details is cyber-bullying. This might be done through a fake website, profile, or by editing someone's profile.
7. **Exclusion** – not letting someone participate in an online group; or excluding them from other activities because they haven't been online.
8. **Cyber-stalking** – following someone through cyberspace. Moving with them to different sites and applications; posting where they post.



Cyber safety will be taught through Lathlain Primary's whole school program **Bounce Back** by classroom teachers (refer to Appendix 2 scope and sequence). Lathlain Primary School's Digital Technologies Specialist will teach students online safety processes and protocols.

Lathlain Primary will also practice cyber safety by ensuring all third party services have parental permission and school guidelines are aligned to the Department of Education's *Duty of Care Policy* and [Students Online in Public Schools policy and procedures](#).

### **PARENT WORKSHOPS**

Lathlain Primary School is committed to strengthening relationships with the community by providing opportunities for parents to attend workshops or information sessions to outline school frameworks and programs.

These sessions will give parents the tools and knowledge to enable them to become active participants in the school and in supporting student learning.

### **ROTATION OF PROGRAMS/INCURSIONS**

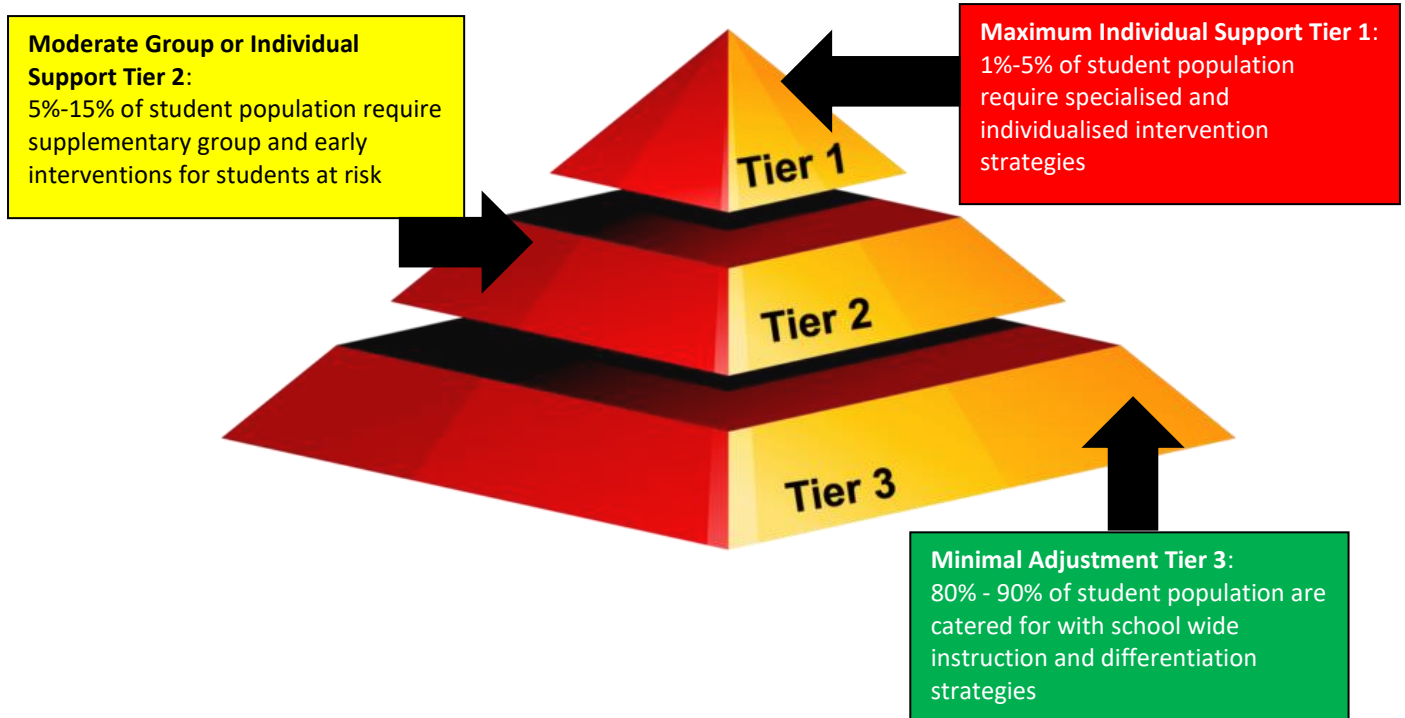
The following opportunities and supporting programs for Lathlain Primary School students will be rotated to maximise their benefits.

- St John's First Aid (Kindergarten – Year 6) every two years – commencing in 2021
- Life Education Van (Kindergarten – Year 6) every two years – commencing in 2022
- Protective Behaviours through Constable Care (Kindergarten – Year 4) – commencing in 2021
- Cyber Safety (Years 5 & 6) every two years – commencing 2021



# APPENDICES

## APPENDIX 1 – Students at Educational Risk (SAER)



**Process at Lathlain Primary** based on academic, behavioural, social, emotional & attendance needs.

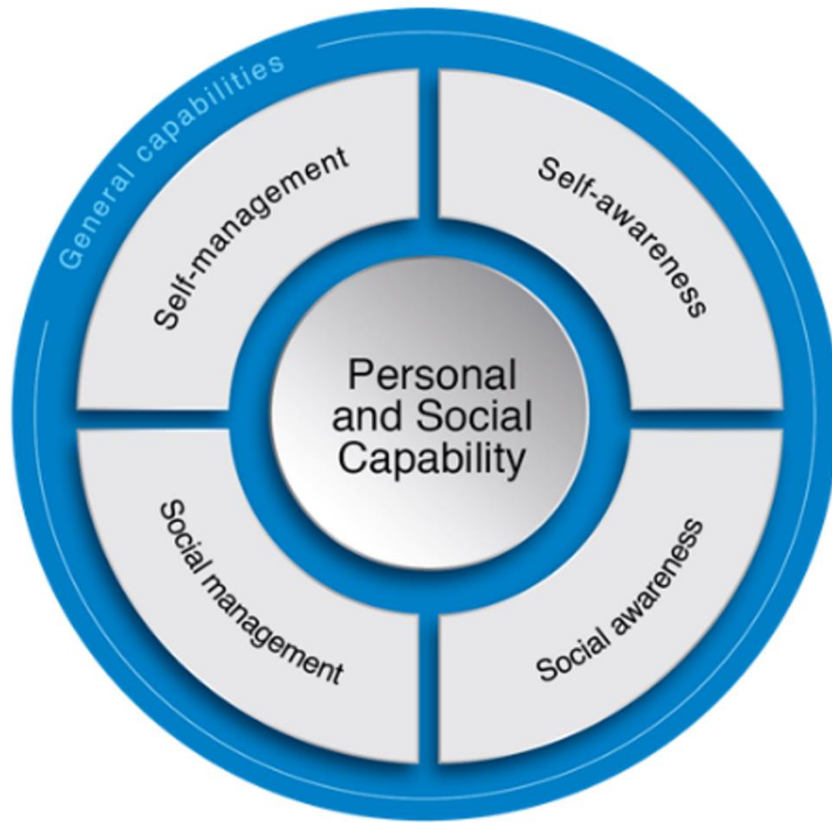
Tier Level	Strategies – determined by individual needs
<b>Tier 3 Minimal adjustments</b>	Whole school class-based instruction Scaffolding Differentiation – teaching & learning adjustments Advice from Student Service’s Deputy Principal, Chaplain & Learning Support Coordinator Teacher to parent communication EAL/D specialist program
<b>Tier 2 Moderate Group or Individual Support</b>	Referral to Student Service’s Deputy Principal – using class & school-based data Observation by Deputy Principal Establishment of individualised education plan and/or individualised behaviour plan Referral to Chaplain for intervention (if applicable) Teacher, Parent & Deputy Principal meetings Teachers liaise with Learning Support Co-ordinator Differentiation – targeted intervention
<b>Tier 1 Maximum Individual Support</b>	Referral to Student Services Team – School Psychologist, Deputy Principal, Principal, Learning Support Co-ordinator, Chaplain Referral to outside agencies – paediatricians, psychologists, speech Therapists, occupational therapists, social workers & hospital services School Psychologist assessments Recommendations from agency reports Individualised student plans – adjustments for the playground/classroom Mini-lit or multi-lit instruction Differentiation – targeted intervention Case Meetings – full team of stakeholders School Report Adjustments Inclusion of specialist consultants from the Education Department’s <i>School of Special Education Needs (SSEN)</i>

## APPENDIX 2 – Bounce Back – Lathlain Scope and Sequence

### HEALTH WA CURRICULUM - BOUNCE BACK PROGRAM



#### Personal and Social Capability



*Organising elements for Personal and Social Capability*

#### **The Western Australian Curriculum: Health and Physical Education**

This area of the curriculum is a key contributor to the development of personal and social capability for all students.

Working collaboratively with others in movement and non-movement based activities develops students' personal and social skills, as well as, an appreciation of their own strengths and abilities, and those of their peers.

They develop a range of interpersonal skills, such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

## BOUNCE BACK PROGRAM

**Bounce Back** is a whole-school Social and Emotional Learning program which teaches the Social and Emotional skills advocated by CASEL (Collaborative for Academic, Social and Emotional Learning).

It includes evidence-informed coping skills which boost students' sense of well-being and help them to act with resiliency when faced with challenges and adversity.

Bounce Back aims to create optimal learning environments.

**Differentiation – Bounce Back** can be differentiated by;

- Integrating the lessons with the current curriculum areas
- The choice of literature and follow up activities that can be language based, inquiry project based, art based, drama based, music based
- The selection of teaching strategies from the diverse range provided in the program
- The selection of different thinking tools that can be used with a topic
- The length of time spent on each unit
- Using a variety of learning products and assessment tools (formative & summative) of what students' have learnt
- Tailor the content

### Expected Short Term Outcomes

- Knowledge and understanding of social and emotional skills
- More positive attitudes (to self, other, school and learning)
- Enhanced learning environment: classroom becomes safe, supportive, respectful and engaging

**Source:** Bounce Back, Helen McGrath & Toni Noble

### Expected Long Term Outcomes

- Enhance social behaviour
- More positive. Respectful peer relationships
- More positive school climate
- More resilient behaviour
- Less emotional distress
- Fewer conduct problems
- Improved academic performance
- High levels of teacher wellbeing and resilience
- More effective teacher counselling/support for students

## SOCIAL and EMOTIONAL LEARNING PROGRAM - BOUNCE BACK - LATHLAIN PRIMARY SCHOOL - SCOPE and SEQUENCE

Year Group	Program	Term 1 Focus	Term 2 Focus	Term 3 Focus	Term 4 Focus	
		Semester 1		Semester 2		
Kindergarten	Bounce Back Years K - 2	<b>Core Values</b> <ul style="list-style-type: none"> <li>Honesty</li> <li>Fairness</li> <li>Being responsible</li> <li>It's okay to be different</li> </ul>		<b>Social Values</b> <ul style="list-style-type: none"> <li>Importance of kindness</li> <li>Being kind</li> <li>Teachers are kind and support us</li> <li>Our family is kind and supports us</li> <li>Being kind to others</li> <li>Care and support for animals</li> </ul>		
Pre-Primary	Bounce Back Years K - 2	<b>People Bouncing Back</b> <ul style="list-style-type: none"> <li>Key messages</li> <li>Everyone can bounce back</li> <li>Change happens in everyone's life</li> <li>Other people can help if you talk to them</li> <li>Unhelpful thinking makes you feel more upset</li> <li>Nobody is perfect</li> <li>Everyone has unhappy times sometimes – not just you</li> </ul>		<b>Courage</b> <ul style="list-style-type: none"> <li>Key messages</li> <li>Everyone has fears, even grown ups</li> <li>We don't all get frightened by the same things</li> <li>What is courage?</li> <li>Helping yourself to feel brave</li> <li>Being brave to help someone else</li> <li>The courage to be yourself</li> <li>Don't be foolish</li> </ul>		
Year 1	Bounce Back Years K - 2	<b>Emotions</b> <ul style="list-style-type: none"> <li>Change a bad mood into a good mood</li> <li>Empathy</li> <li>Being the boss of your emotions</li> <li>Right names to feelings</li> </ul>		<b>Looking on the Bright Side</b> <ul style="list-style-type: none"> <li>Positive tracker</li> <li>One unhappy thing does not have to spoil everything</li> <li>Being thankful and grateful</li> <li>Being hopeful</li> </ul>		<b>Relationships</b> <ul style="list-style-type: none"> <li>Getting along with others</li> <li>Being a good friend</li> <li>Good and bad ways to disagree</li> </ul>
Year 2	Bounce Back Years K - 2	<b>Success</b> <ul style="list-style-type: none"> <li>What are you good at?</li> <li>You feel great when you achieve a goal</li> </ul>	<b>Humour</b> <ul style="list-style-type: none"> <li>Humour can help you feel better</li> <li>What makes you laugh?</li> </ul>	<b>Being Safe</b> <ul style="list-style-type: none"> <li>What is bullying, mean and rude?</li> <li>Put-downs are not okay</li> <li>Bullying is everyone's problem</li> </ul>		

		<ul style="list-style-type: none"> <li>• Stick with it and don't give up</li> <li>• Make a plan to make something happen</li> <li>• Solve problems</li> <li>• Be the boss of yourself: Be organised</li> </ul>	<ul style="list-style-type: none"> <li>• Being a class clown can get you in trouble</li> <li>• Use humour to help, not hurt</li> </ul>	<ul style="list-style-type: none"> <li>• Think for yourself</li> <li>• What can you do if you are bullied?</li> <li>• What is cyberbullying?</li> <li>• How to help someone who is bullied or cyberbullied</li> </ul>	
<b>Year 3</b>	Bounce Back Years 3 - 4	<b>Social Values</b> <ul style="list-style-type: none"> <li>• It's important to be kind</li> <li>• It's important to cooperate</li> <li>• It's important to respect others</li> <li>• Self-respect is important too</li> </ul>	<b>Core Values</b> Being honest Being responsible It's okay to be different	<b>People Bouncing Back</b> <ul style="list-style-type: none"> <li>• Life has ups and downs but you can bounce back</li> <li>• Other people can help if you talk to them</li> <li>• Accept what cannot be changed</li> <li>• Keep things in perspective</li> </ul>	<b>Looking on the Bright Side</b> <ul style="list-style-type: none"> <li>• Bright side versus down side thinking</li> <li>• Being a positive tracker</li> <li>• Making your own good luck</li> </ul>
<b>Year 4</b>	Bounce Back Years 3 - 4	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Getting along with others</li> <li>• Making and keeping friends</li> </ul>	<b>Emotions</b> <ul style="list-style-type: none"> <li>• You can change a bad mood into a good mood</li> <li>• When do you feel angry?</li> <li>• Dealing with disappointment</li> <li>• Dealing with feeling lonely and being left out</li> </ul>	<b>Being Safe</b> <ul style="list-style-type: none"> <li>• What is bullying, mean, unkind, rude and cyberbullying?</li> <li>• Bullying is not okay in our school and is everyone's problem</li> <li>• Put-downs are not okay in our school</li> <li>• Think for yourself – don't just follow others, what can someone do if they are bullied or cyberbullied?</li> </ul>	<b>Humour</b> <ul style="list-style-type: none"> <li>• Everyone has a different sense of humour</li> <li>• Humour is enjoyable and is good for your health</li> <li>• Humour helps us cope better and feel more hopeful</li> <li>• Humour can be hurtful if it makes fun of others</li> </ul>
<b>Year 5</b>	Bounce Back Years 5 - 8	<b>Core Values</b> Honesty	<b>People Bouncing Back</b> <ul style="list-style-type: none"> <li>• Focusing on the positives</li> </ul>	<b>Courage</b> <ul style="list-style-type: none"> <li>• No fear equals no courage</li> </ul>	<b>Looking on the Bright Side</b> <ul style="list-style-type: none"> <li>• Positive tracking</li> </ul>

		Cooperation Respect Support, Friendliness and inclusion	<ul style="list-style-type: none"> <li>• BOUNCE BACK acronym</li> <li>• No one is perfect</li> <li>• Helpful thinking that calms you down</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that fear is relative</li> <li>• Learning to discriminate between everyday courage, heroism, thrill seeking, professional risk taking and foolhardiness</li> <li>• Everyday courage can be physical, psychological or moral</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting that bad times are temporary</li> <li>• Being open minded</li> <li>• Developing an optimistic style when faced with setbacks or difficulties</li> </ul>
<b>Year 6</b>	Bounce Back Years 5 - 8	<b>Emotions</b> <ul style="list-style-type: none"> <li>• Learning how to change a bad mood into a good mood.</li> <li>• Amplifying positive emotions by noticing, appreciating and relishing positive experiences and sharing these experiences with others.</li> <li>• Recognising and managing their negative emotions; such as anger, sadness, worry, disappointment and embarrassment.</li> <li>• Learning how to use positive self-talk and low-key emotional language.</li> </ul>	<b>No Bullying</b> <ul style="list-style-type: none"> <li>• Understanding terms such as; bullying, mean, rudeness, cyberbullying and cyber-harassment.</li> <li>• Developing skills and attitudes which assists students to respond adaptively to being bullied or put down.</li> <li>• Developing skills for understanding and managing negative peer pressure.</li> <li>• Developing skills for discouraging bullying and for offering bystander support.</li> </ul>	<b>Humour</b> <ul style="list-style-type: none"> <li>• Understanding that humour can assist with coping in hard times, as well as supporting others.</li> <li>• Differentiating between humour that helps and humour that harms, stereotypes, trivialises or denies.</li> <li>• Participating with classmates in humorous activities through Giggle Gym sessions. Stress breaks.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Developing skills for making and keeping friends.</li> <li>• Developing skills for getting along well with others and being accepted.</li> <li>• Self-reflecting about their own current skills in these areas.</li> </ul>

**NOTE: All staff teaching Bounce Back will have online access to resources for edition 2 and 3.**

<https://www.pearsonplaces.com.au>



## APPENDIX 3 – Positive Behaviour Support (WA PBS) – The Lathlain Behaviour Matrix



	<b>Community</b> <i>Be caring Be safe</i>	<b>Attitude</b> <i>Be positive Be resilient</i>	<b>Respect</b> <i>Be inclusive Be kind</i>	<b>Excellence</b> <i>Be your best Be responsible</i>
<b>Lathlain Way</b>	<ul style="list-style-type: none"> <li>Clean up your area and put rubbish in the bin</li> <li>Wear appropriate school uniform</li> <li>Wear a school wide brim hat</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher instructions the first time</li> <li>Interact with everyone positively and politely</li> </ul>	<ul style="list-style-type: none"> <li>Respectfully listen to all adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>Try your hardest to complete work to the best of your ability</li> </ul>
<b>Learning Areas:</b> Classroom, specialist subjects and library	<ul style="list-style-type: none"> <li>Use technology such as iPads, smart TVs and computers safely and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time to class</li> <li>Come prepared for class and restart after break times</li> </ul>	<ul style="list-style-type: none"> <li>Put up your hand and wait for your turn to speak</li> <li>Respect other's space when they are learning</li> <li>Treat school, teachers, classmates and your own property with respect</li> </ul>	<ul style="list-style-type: none"> <li>Work consistently across all learning areas to the best of your potential</li> </ul>
<b>Wet Areas:</b> Toilets, drink fountains and sinks	<ul style="list-style-type: none"> <li>Keep outside sinks and drink fountains clean</li> <li>Keep all areas of the bathroom clean</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' privacy and personal space in bathrooms</li> </ul>	<ul style="list-style-type: none"> <li>Use drink fountains appropriately</li> <li>Use appropriate noise level in the bathroom</li> </ul>	
<b>Pathways</b>	<ul style="list-style-type: none"> <li>Always walk on pathways</li> <li>Always walk bikes, scooters or skateboards on school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Line up quietly outside your classroom after breaks</li> </ul>	<ul style="list-style-type: none"> <li>Treat gardens with respect by not walking through them</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly around the school to respect the learning of students</li> <li>Walk between classes quietly in lines with your teacher</li> </ul>
<b>Verandah and Eating areas</b>	<ul style="list-style-type: none"> <li>Sit down in your eating area at all times when you are eating</li> <li>Wait to be dismissed by a duty teacher before going off to play</li> <li>Sit down in your appropriate area before your class opens in the morning</li> <li>Walk on the verandah at all times</li> </ul>		<ul style="list-style-type: none"> <li>Respect our environment by placing rubbish in the bins</li> <li>Line up quietly and use best manners at the school canteen</li> </ul>	<ul style="list-style-type: none"> <li>Sit appropriately on the benches or ground around the verandah</li> </ul>
<b>Play Areas:</b> Quadrangle, Early Childhood, Senior and Junior Oval	<ul style="list-style-type: none"> <li>Sit on the limestone wall outside the Music Room before the Senior Oval gate opens</li> <li>Use playground equipment only at recess and lunch</li> </ul>	<ul style="list-style-type: none"> <li>Show good sportsmanship when playing with other students</li> <li>Show resilience and 'Bounce Back' when small problems arise in the playground and in class</li> </ul>	<ul style="list-style-type: none"> <li>Treat all outdoor play and sports equipment with respect</li> <li>Play fairly and respectfully by keeping your hands and feet to yourself</li> <li>Use respectful and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Return all equipment to where you got it from (sports, spare parts)</li> </ul>

# Our behaviour focus is:

be on the  
lookout for  
students:

## Community

- \* Using technology safely including packing away
- \* Putting rubbish in the bin after eating or when you see rubbish on the ground, verandah or drain
- \* Using drink fountains or outside sinks appropriately
- \* Walking on pathways
- \* Walking bike, scooter or skateboard on school grounds
- \* Sitting down when eating
- \* Waiting to be dismissed by a duty teacher to play
- \* Sitting down outside class before classroom door opens in the morning
- \* Walking on the verandah

## Attitude

- \* Following teacher instructions
- \* Coming prepared for class
- \* Lining up quietly after breaks
- \* Showing good sportsmanship when playing a game
- \* Showing resilience and 'bouncing back' when small problems arise in the playground or class

## Respect

- \* Listening well to adults or students
- \* Putting hand up to share idea or ask a question
- \* Lining up quietly at school canteen

## Excellence

- Trying their hardest with their work
- Working well for specialist teachers
- Walking quietly around the school (going to the toilet, getting a drink, delivering a message)
- Walking between classes in two quiet lines
- Returning sports equipment or spare parts equipment to cages/sports shed

## APPENDIX 4 – Be You Student Surveys

(Terms 2 & 4 annually)

### Be You Student Survey: Kindy – Year 2



We would like your views about our school and how well it supports student well-being. Ask your teacher if you have any questions. **NO NAME PLEASE.** Tick your year level.

Kindergarten ☺	Pre-Primary ☺	Year 1 ☺	Year 2 ☺
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**Instructions:** Mark *Yes* or *No* for each question

<b>Liking school</b> 	1. I like my school.	Yes ☺	No ☹
	2. I look forward to coming to my school.	Yes ☺	No ☹
	3. I feel happy at my school.	Yes ☺	No ☹
<b>Feeling safe</b> 	4. My teachers care about me.	Yes ☺	No ☹
	5. I feel safe at my school.	Yes ☺	No ☹
	6. If I have a problem I can talk to a teacher.	Yes ☺	No ☹
<b>Social skills</b> 	7. I can cheer up someone who is sad.	Yes ☺	No ☹
	8. I listen when other people talk.	Yes ☺	No ☹
	9. I always take turns and share with others.	Yes ☺	No ☹
<b>Friends</b> 	10. Other children help me at my school.	Yes ☺	No ☹
	11. At my school, I have one or more friends who cares about me.	Yes ☺	No ☹
	12. I have friends to play with at recess and lunch times.	Yes ☺	No ☹
<b>Me</b> 	13. I like myself.	Yes ☺	No ☹
	14. I always try my best at my school.	Yes ☺	No ☹
	15. I feel happy most of the time.	Yes ☺	No ☹
<b>Coping</b> 	16. I am okay when something changes at my school.	Yes ☺	No ☹
	17. When I make mistakes at my school, I try again.	Yes ☺	No ☹
	18. When things are hard, I keep trying.	Yes ☺	No ☹
	19. I am okay at my school when my teacher is away.	Yes ☺	No ☹



## Be You Student Survey: Year 3 – Year 6

We would like your views about our school and how well it supports student well-being. Be honest with your answers. Ask your teacher if you have any questions. **NO NAME PLEASE.** Tick your year level.

Year 3 😊	Year 4 😊	Year 5 😊	Year 6 😊
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**Instructions:** Mark *True*, *Somewhat True* or *Not True* for each question

1. I feel that I belong at Lathlain Primary School.	Always	Nearly Always	Sometimes	Never
2. Teachers and students at my school respect each other.	Always	Nearly Always	Sometimes	Never
3. My school knows how to deal with bullying problems.	Always	Nearly Always	Sometimes	Never
4. I feel safe at my school.	Always	Nearly Always	Sometimes	Never
5. My school cares about me as an individual.	Always	Nearly Always	Sometimes	Never
6. Students at my school get along with each other.	Always	Nearly Always	Sometimes	Never
7. My teachers listen to me and value my opinions.	Always	Nearly Always	Sometimes	Never
8. We learn about making friends and managing our emotions.	Always	Nearly Always	Sometimes	Never
9. We get a chance to practise building friendships and managing our emotions.	Always	Nearly Always	Sometimes	Never
10. I don't give up when things are difficult.	Always	Nearly Always	Sometimes	Never
11. I know how to manage my emotions when things are difficult.	Always	Nearly Always	Sometimes	Never
12. I talk to someone at my school when I have a problem with my class work.	Always	Nearly Always	Sometimes	Never
13. I talk to someone at my school when I have a problem with my friendship groups.	Always	Nearly Always	Sometimes	Never

14. My teachers encourage me to take on new challenges.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
15. Teachers in my school, help students who are worried or upset.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
16. There are teachers that students can go to if they are worried or upset.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
17. I would go to a teacher if I needed help.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
18. I know how to help a friend who is upset or worried.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
19. Things will sometimes go wrong, but I know I can Bounce Back.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
20. When I make mistakes at my school, I try again.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
21. When things are hard, I keep trying.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
22. I can accept when something changes unexpectedly at my school.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>
23. I am able to cope when my teacher is away from school.	<b>Always</b>	<b>Nearly Always</b>	<b>Sometimes</b>	<b>Never</b>

24. List what you like about Lathlain Primary School. Give reasons

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25. List what you think could be better about Lathlain Primary School. Give reasons

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## APPENDIX 5 – Protective Behaviours – Lathlain’s Scope and Sequence



### PROTECTIVE BEHAVIOURS – Feeling Safe, Staying Safe

**Protective behaviours** education is a personal safety program designed to equip children with the knowledge and skills to act in ways that reduce the likelihood of abuse occurring and to help them to seek help if abuse occurs.

Lathlain Primary plays an important role in supporting the development of student skills, knowledge and understandings to build their resilience and wellbeing and to provide and promote safe environments in which they can learn and grow.

#### WA CURRICULUM

Departmental resources provide teachers with guidance about the sorts of curriculum experiences likely to support students at each band or phase, so the learning outlined in the Early Learning Years Framework and the Western Australian Curriculum is achieved and the aims of the Melbourne Declaration are met. Specifically, students learn these skills; Helpful and positive thinking, Understanding emotions, Resourcefulness, Relationship skills and Self-understanding.

#### RESPONSIBILITY

- Staff will access face to face or online training to ensure strong staff knowledge to implement the program.
- Lathlain Primary staff will implement protective behaviours education that aligns with the Western Australian Curriculum across all phases of schooling *annually*.
- Parents will be informed by class teachers when the program for their child will be implemented.

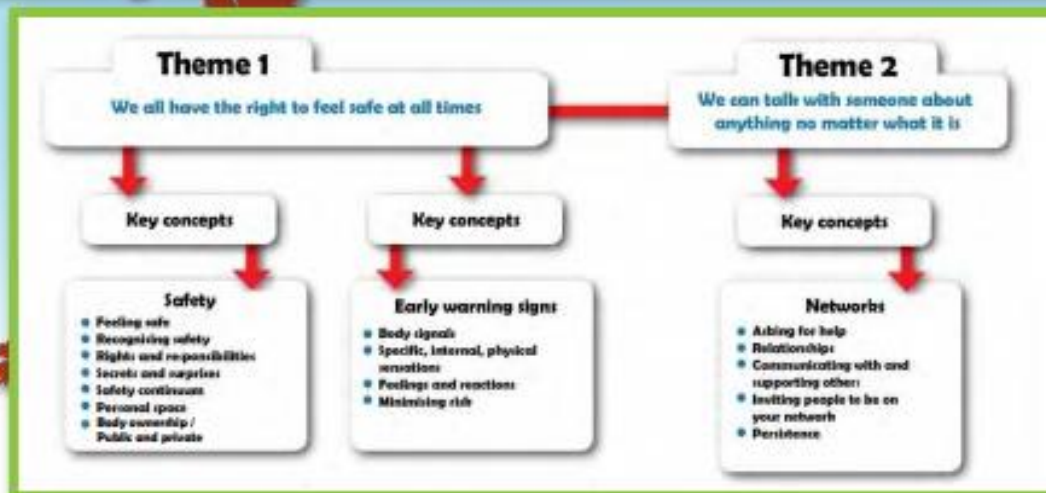
#### TOPICS

1. Feelings and Feeling Safe/Feeling Unsafe
2. Early Warning Signs
3. Safety Continuum and Problem Solving
4. Safe Surprises and Unsafe Secrets
5. Networks
6. Persistence
7. Body Awareness and Body Ownership, Public and Private
8. Personal Space
9. Assertiveness
10. Theme and Program review

#### Outcomes of Protective Behaviours

- Whole school approach Kindy – Year 6, linked to WA curriculum, Kindergarten Guidelines and Early Years Learning Framework
- Promote a safe and supportive school environment
- Promote resilience
- Promotes Positive Behaviours
- Procedures for student support and incident management
- Early Intervention and targeted support
- Promote and facilitate student and staff well being
- Partnerships with families and Community
- Links specific policies and documents (National Safe Schools Framework, Health Promoting Schools Framework, Child Protection Policy, Be You Framework, Mandated Reporting, SAER Policy) to a preventative school program

# Overview



**Ideas kit 1**  
Theme 1  
Feeling safe

**Ideas kit 2**  
Theme 2  
Early warning signs

**Ideas kit 3**  
Theme 1  
Safety continuum and problem solving

**Ideas kit 4**  
Theme 2  
Secrets

**Ideas kit 5**  
Theme 2  
Networks

**Ideas kit 6**  
Theme 2  
Persistence

**Ideas kit 7**  
Theme 2  
Body ownership/Public and private

**Ideas kit 8**  
Theme 2  
Personal space

**Ideas kit 9**  
Theme 2  
Assertiveness

**Ideas kit 10**  
Program review



**PROTECTIVE BEHAVIOURS**  
**LATHLAIN PRIMARY SCHOOL - SCOPE and SEQUENCE**

**Website:** <http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/protective-behaviours/staff-only/protective-behaviours>

Year Group	Year Level Focus	Annual Timeline
<b>Kindergarten &amp; Pre-Primary</b>	<b>Protective Behaviours: Exploring skills for life (use above website)</b> <u><b>CISPB013</b></u> Kindergarten Curriculum Guidelines, Early Years Learning Framework WA Physical Education & Health Pre-Primary (Foundation) Curriculum: Personal, social and community health Being healthy, safe and active	<b>Kindergarten</b>  <b>Pre-Primary</b>
<b>Year 1 &amp; 2</b>	<b>Protective Behaviours: Developing skills for life (use above website)</b> <u><b>CISPB014</b></u> WA Physical Education & Health Year 1 & 2 Curriculum: Personal, social and community health Being healthy, safe and active	<b>Year 1</b>  <b>Year 2</b>
<b>Year 3 &amp; 4</b>	<b>Protective Behaviours: Establishing skills for life (use above website)</b> <u><b>CISPB015</b></u> WA Physical Education & Health Year 3 & 4 Curriculum: Personal, social and community health Being healthy, safe and active	<b>Year 3</b>  <b>Year 4</b>
<b>Year 5 &amp; 6</b>	<b>Protective Behaviours: Rehearsing skills for life (use above website)</b> <u><b>CISPB016</b></u> WA Physical Education & Health Year 5 & 6 Curriculum: Personal, social and community health Being healthy, safe and active	<b>Year 5</b>  <b>Year 6</b>

## ADDITIONAL RESOURCES

**Website:** <http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/protective-behaviours/staff-only/protective-behaviours>

Year Group	Year Level Focus
	<p><b>Keeping Kids Safe: A protective behaviours activity book for <i>Aboriginal students</i> (use above website)</b> <a href="#">CISPB005</a></p>
	<p><b>Protective behaviours: Feeling safe staying safe - A teaching resource for students with <i>special needs</i> (use above website)</b> <a href="#">CISPB020</a></p>
<p><b>Teaching and Learning Resource Kits</b></p> <p>To support the implementation of protective behaviours education in the classroom, teaching and learning resource kits are available from the Statewide Services Resource and Information Centre on 9402 6157 or <a href="mailto:library.SSEND@education.wa.edu.au">library.SSEND@education.wa.edu.au</a></p>	

