

Aiming High

Showing Respect

Being Safe

Valuing Community

## Promotion of Student Participation and Empowerment (Standard 7)

### Purpose

In line with Ministerial Order 879, the purpose of this policy is to acknowledge that a significant power imbalance exists between children and adults. Specific and strategic efforts must be taken to ensure that student agency and voice is fostered thereby strengthening the communication and leadership skills of students.

When children are respected and valued, they are more likely to speak up about issues concerning safety and wellbeing. If children feel like they can not express themselves at school, there is a risk that any harm that is occurring will remain undiscovered and ongoing. At Manor Lakes P-12 College, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

At Manor Lakes P-12 College we not only have a zero tolerance for child abuse, but we also foster an environment that aims to be proactive in our approach and offer a relaxed and reassuring setting for this to take place. Education can quite often be the key to a child understanding that something happening to them is wrong. By offering nurturing environments within our school, we aim to encourage children that are at risk to find protection and guidance with our staff.

We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns students, or their parents or carers raise with us.

### Scope

This policy applies to; students, parents and caregivers, college staff including college employees, volunteers, contractors and college council members and is intended to complement other professional and occupational codes.

### Policy and Implementation

The Manor Lakes P-12 College [Student Wellbeing & Engagement Policy](#) and the [Diversity and Inclusion](#) policies articulates the college practices and processes to access student wellbeing staff and programs that target wellbeing, engagement and inclusion.

The following statements will be considered when encouraging student agency:

- Students views will be regularly sought by consulting directly with children to provide their insights into what makes a school safe.
- Students will be provided with explicit teaching about the standards of care they are entitled to.
- Students will be explicitly instructed on how to raise concerns, make complaints or let someone know they feel unsafe

- Manor Lakes College P-12 will have a 'Child Friendly' summary of the Child Safe Standards
- Ideas from students will be sought formally by completion of the Student Attitude to School Survey, through the small groups lead by the Child Safe Officer and through feedback from the classroom teacher
- The school will encourage the participation of Aboriginal children if applicable, children from culturally and/or linguistically diverse backgrounds and children with a disability to participate in school forums
- Students have access to a range of targeted processes and programs that cover aspects of child safety.
- School councils must develop health education policies to support the health messages being delivered within the classroom and with school community input.

#### 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.

These programs and processes include:

#### Primary Prep - Year 6

- General Capabilities, Personal and Social Capability embedded in curriculum
- [Health Victorian Curriculum](#) - Scope and Sequence; Personal Social and Community Health Being Healthy Safe and Active, Communicating and Interacting for Health and Wellbeing, Communicating to Healthy and Active Communities
- Resilience Mentoring
- Family Planning- Grade 6 Relationships and Sexual Health sessions
- [Health and Personal & Social Capability](#)
- Allied Health Support
- [Expected behaviours policy](#)
- [Classroom behaviour flowchart](#)
- [Behaviour interventions P-6](#)
- [Playground interventions](#)
- [Positive Behaviour Matrix](#)
- [Student reflection form P-3](#)
- [Student reflection form 4-6](#)

#### Secondary Year 7 - 12

- Allied Health Program Development
- HAPE curriculum Scope & Sequence
- Unit Plan content - non negotiables
- Personal & Social Capability- Victorian Curriculum
- Humanities - Civics and Citizenship
- Resilience Mentoring
- Personal Learning 7-9
- Child Safe Standard - Unit Design/non-negotiable
- [Positive Behaviour Matrix](#)

- [Student Manager On Duty reflection form](#)

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