



THRIVING IN CHRISTIAN SCHOOL COMMUNITIES

THE NATIONAL SAFE SCHOOLS FRAMEWORK IN CHRISTIAN SCHOOLS

REACTIVE OR PROACTIVE?

- What motivates us to put the topic of student wellbeing and safety on our agenda at this time?



A CONDITION OF FUNDING

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.



NATIONAL SAFE SCHOOLS FRAMEWORK

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing

GUIDING PRINCIPLES:

Australian schools:

affirm the rights of all members of the school community to feel safe and be safe at school

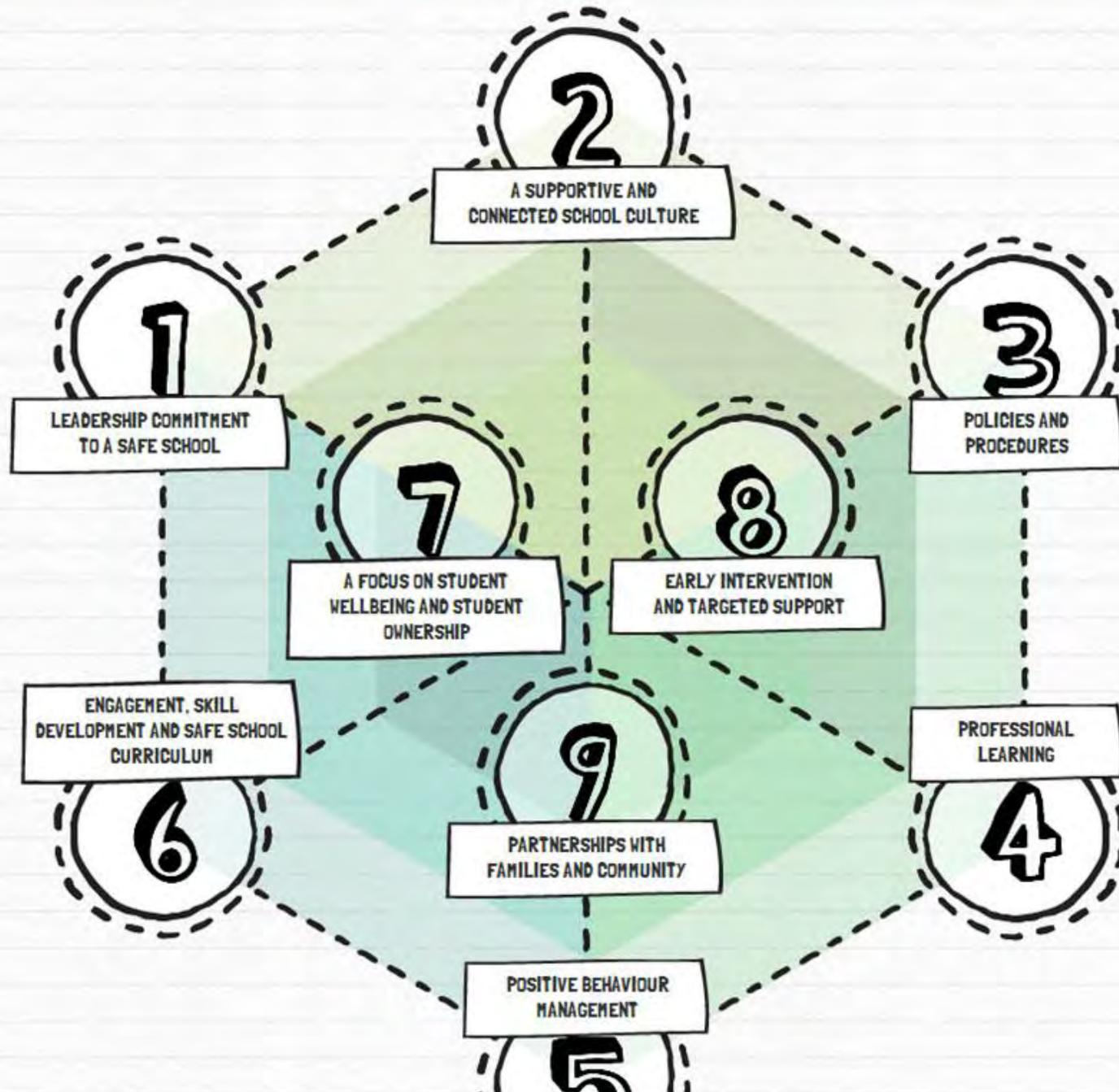
acknowledge that being safe and supported at school is essential for student wellbeing and effective learning

accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities

NATIONAL SAFE SCHOOLS FRAMEWORK

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing

The NSSF
has 9
elements:



THRIVING IN COMMUNITY - a Biblically based framework for the development of curriculum approaches to teach skills and understandings specified in Element 6 of the NSSF:

6.1 A strong focus on the enhancement of *student engagement with learning.*

6.2 The extensive use of *cooperative learning and other relational teaching practices*

6.3 Teaching of *skills and understandings to promote cyber-safety and for countering harassment, aggression, violence, and bullying.*

6.4 Teaching of *skills and understandings related to personal safety, and protective behaviours*

6.5 Teaching of *social and emotional skills (e.g. listening, negotiation, sharing, empathic responding) in all subjects and across all year levels*

THE THREAT OF LEGAL ACTION

Prof. Michael Carr-Gregg, discussing the Jazmine Oyston case against St Patrick's College, Cambelltown:

2 clear messages:

- * Parents are becoming more litigious
- * More law firms are ready to help – they will refer to the NSSF elements

Element 3 of the NSSF:

- 3.1 Policies, plans & structures
- 3.2 Clear incident reporting procedures
- 3.3 Procedures to respond to incident reports
- 3.4 Agreements for responsible use of technology by staff and students
- 3.5 Regular risk assessments....
- 3.6 Protocols: adult to student contact
- 3.7 Record keeping & communication
- 3.8 Representative group
- 3.9 Induction new staff, students, families re wellbeing policies, etc.

Element 3 of the NSSF:

3.1 Whole school, collaboratively developed policies, plans & structures for supporting safety and wellbeing.

3.2 Clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying.

Element 3 of the NSSF:

3.3 Clearly communicated procedures for staff to follow when responding to incidents of student harm from child maltreatment, harassment, aggression, violence or bullying.

3.4 Agreements for responsible use of technology by staff and students

Element 3 of the NSSF:

3.5 Regular risk assessments....

3.6 Protocols: adult to student contact

3.7 Record keeping & communication

3.8 Representative group responsible for overseeing the school's safety and wellbeing initiatives.

3.9 Induction new staff, students, families re safety and wellbeing policies and procedures.

THE RISE IN BULLYING

- “1 in 4 children in Australia experience bullying”—
- Lesley Podesta, CEO, Alannah & Madeline Foundation.
- “...We think bullying is endemic...complaints to the
Commission having soared by almost 40% to 17,000 a
year” Professor Gillian Triggs. Australian Human Rights Commission.

THE RISE IN BULLYING

- Professor Ken Rigby "... as a researcher and an educator , I have at times been disappointed and saddened at the low rate of progress in reducing bullying in schools. Evaluative studies over the last five years have increased greatly in number. They concur in indicating that reductions have been at best modest and in some cases non-significant. "
- Ref: Ken Rigby .net

RESPONDING TO RESEARCH

Dr Michelle Tuckey, Univ. of NSW, Conclusions of Research into workplace bullying:

- Bullying primarily arises from stress – an organisational rather than inter-personal issue.
- Building the right organisational culture is vital.



Brodie Panlock, Sept, 2006

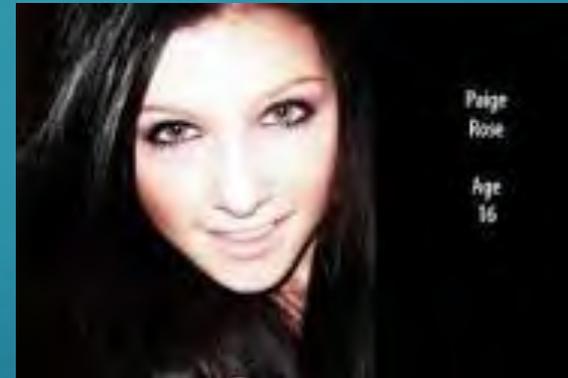
Allem Halkic, Feb 2009

Sheniz Erkan, Jan 2012

Paige Rose, June 2012

Amanda Grennan, Aug 2017

Amy Dolly Everett, Jan 2018



Who am I?

Depression

Substance Abuse

**Family
breakdown**

self harm

Destructive relationships

Sexual abuse

Pornography

“EVERYONE ELSE IS DOING IT”

- 2300 schools across Australia use the National e-smart schools framework to develop safe cultures in which bullying is not tolerated.
- E-smart workplaces are being identified (eg McDonalds)
- D.E.T. Vic policies and resources around bullying are outstanding, nationally.



- Office of e-safety Commissioner, established 2015 to coordinate and lead online safety efforts.



FROM “SAFE” ... TO... “THRIVING”!

SHALOM

PSALM 23 A PICTURE OF SHALOM

¹ The LORD is my shepherd, I lack nothing.

² He makes me lie down in green pastures,
he leads me beside quiet waters,

³ he refreshes my soul.

He guides me along the right paths
for his name's sake.

PSALM 23 A PICTURE OF SHALOM

4 Even though I walk
through the darkest valley,
I will fear no evil,
for you are with me;
your rod and your staff,
they comfort me.

PSALM 23 A PICTURE OF SHALOM

⁵ You prepare a table before me
in the presence of my enemies.

You anoint my head with oil;
my cup overflows.

⁶ Surely your goodness and love will follow me
all the days of my life,
and I will dwell in the house of the LORD
forever.



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