



**Coorow Primary School**

***Learning for Life***

*The mini Quill*

*Term 1, Week 7*

Dear everyone,

Thank you to everyone who came along to support the students and / or help out at our faction swimming carnival. Carnivals are great opportunities for children to develop confidence as they compete against others at a similar level, and to learn to be good winners and resilient losers. To run a successful carnival, we need many helpers, and for obvious reasons, we can't ask those who are caring for small children to take on tasks, so we are very grateful to those who are able to help out. It made for an exciting and competitive atmosphere to have so many of you there and we hope you enjoyed the day.

#### **Week 7**

Monday 17 March	Breakfast club School psych here
Tuesday 18 March	
Wednesday 19 March	Breakfast club
Thursday 20 March	Ms Whyte at Network meeting – relief Donna Opalinski
Friday 21 March	Breakfast club

#### **Harmony Week**

Week 7 is Harmony Week and Mrs Mclver has organised some special visitors for us. Each day at lunchtime, a member of our community who comes from a different culture will sit with the students as they eat their lunch and tell a traditional story from their culture.

This is being done at lunchtime as in many cultures, including our own, sitting and enjoying a meal together is often the time that stories are told. I know that when my children were small, they loved listening to their grandparents tell family stories at mealtimes.

Thank you to Mrs Mclver for organising this lovely Harmony Week activity.

#### **School psychologist**

The school psychologist visits our school three times per term. The psychologist can conduct screening tests – these are simple, non-invasive tests or observations to rule out any concerns with children's development or learning, or to identify 'red flags' (behaviours that may indicate

developmental or learning disorders.) If any red flags are noted, the psychologist can refer students on to other services for further investigations and possible diagnosis.

## **Protective Behaviours**

Last week, I explained we are implementing the Daniel Morcombe Child Safety Curriculum with students in Pre-Primary – Yr 6, a program is based on principles of best practice in child safety education and centres around three key messages: **Recognise, React** and **Report**. I described how children are taught to **recognise** unsafe situations or times when they are feeling unsafe. This week's information is about **React**.

When children **recognise** that they are in an unsafe situation, we encourage them to think about what they could do to help make themselves safe again. They will have opportunities to think about ways to **react** using real-life scenarios and practise these in role plays. Depending on the ages of students in the group, this may include **reacting** to:

- bullying in the playground
- dangers related to fire and water
- things on the internet that make them afraid or uncomfortable
- dangers on the road for pedestrians, cyclists and passengers, and
- being with friends who are doing something that could be unsafe, such as playing with matches

Students will learn that sometimes it is necessary to say no to an adult. It can be difficult for children to question the authority of an adult, particularly if they constantly hear "you must do everything an adult says". However, sometimes an adult may be asking the child to do something that makes them feel uncomfortable, or they may be behaving inappropriately. It is important that we tell children it is OK to say no if someone is making them feel unsafe or uncomfortable. For example, if your child is staying with a friend and an adult who has been drinking offers to drive them home, we want them to be able to say no and ask to call you instead.

If children or young people feel uncomfortable about receiving affection (such as a big sloppy kiss and cuddle from grandma) regardless of how well intentioned or innocent it is, we need to respect their choice to refuse. If we insist that a child comply with unwanted touch and affection, even when it makes them uncomfortable, then it may become difficult for them to resist possible abusive touches or to report an incident because we have previously ignored their wishes. We suggest in the safety lessons that students respectfully seek an alternate greeting such as a handshake or verbal greeting if they don't feel comfortable receiving affection like kisses or hugs from a particular person.

I hope you will take the time to talk with your children about what they have been learning about safety, especially the ways they could react to unsafe situations to make themselves safe again. Talking with your child about ways to stay safe will help them to develop life-long safety skills.

More protective behaviour news next week, as we will look at **Report** in more detail.

Please contact me if you would like any more information about the Daniel Morcombe Child Safety Curriculum, and how it is taught. We also have many books about body safety in our

parent library – you might like to check these out in the office next time you are at school. Some of our books are information for parents, and others are books to share with your children.

Have a great week,

Jancy