

POLICY TITLE: Students Wellbeing and Engagement

DATE RATIFIED: February 2019

REVIEW DATE: February 2023

ENPS MISSION: We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.

Critical Engagement  
with the World

Academic Excellence

Inclusive Learning  
Environment

Personal and Social  
Wellbeing

POLICY TITLE: Student Engagement and Wellbeing Policy

DATE RATIFIED: December, 2016

REVIEW DATE: 2019

## RATIONALE

Essendon North Primary School is committed to promoting an engaging, inclusive learning environment. Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive and the right to be treated with respect and dignity. This is facilitated through a whole school approach based on the latest evidence and the Department of Education (DET) Student Engagement and Inclusion guidelines.

## PURPOSE

The purpose of this policy is to provide clear and explicit guidelines that detail the shared school community expectations for behaviour and the consequences and actions to be taken when these are not met, including both support measures and disciplinary measures.

*This policy framework is based on the recommendations of the Victorian Department of Education and Training Student Engagement and Inclusion Guidelines, the Equal Opportunity Act 2010, The Charter of Human Rights and Responsibilities Act 2006, the Disability Standards for Education 2005, and the Education and Training Reform Act 2006 (Appendix 1) and the Principles of Health and Wellbeing (Appendix 6). The rights and responsibilities of all stakeholders at ENPS are outlined in Appendix 5.*

## SCHOOL PROFILE

Essendon North Primary School (ENPS) pursues excellence in developing global learners and leaders, who strive to exceed expectations. We maximize the potential of all: empowering independence, excellence, innovation and engagement with the world.

Our school has an international accreditation with the Council of International Schools (CIS) and is authorized as an International Baccalaureate Primary Years Programme (IB PYP) World School. These are schools that share a common philosophy - a commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students.

The entire school community is actively involved in the life of the school, and shares a commitment to being an innovative leader in education. School Council and the Executive Team are partners in providing a unified purpose and direction for achieving a quality education for every child. Parent involvement and engagement in student learning is valued and actively promoted. Parents are encouraged to assist with classroom programs and are involved in regular whole school events. A broad range of interest groups and activities provides learning and enjoyment for students, staff and parents alike.

The school has a Student Occupation Index of 0.37 and a *Language Background other than English* (LBOTE) proportion of 0.13. The school has a current enrolment number of 590 students and has twenty-six grades from Foundation to Year Six. It is anticipated that enrolments will continually increase over the next four years.

## 2015 - 2018 Strategic Plan Goals and Targets

### Student Attitudes to School Survey

- *School Connectedness reach Band 5 for both males and females*
- *Student Motivation reach Band 5 for both males and females*
- *Peer Connectedness reach Band 5 for both males and females*
- *Student Morale reach Band 7 for both males and females*

### Parent Opinion Survey

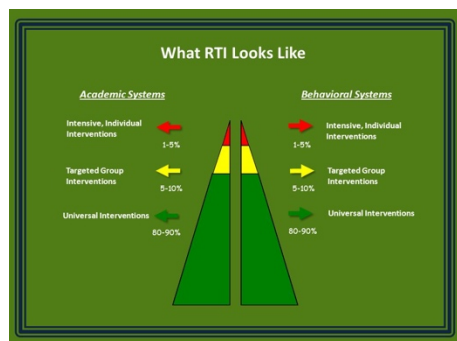
- *School Improvement, Approachability and Parent Input to be at or above 75%*
- *Student Safety, Social Skills and School Connectedness to be at or above 75%*

### Staff Opinion Survey

- *School Climate to be above State Level*
- *Collective efficacy and Shielding and Buffering to be in the 67th percentile*

## ENGAGEMENT STRATEGIES

To realise our vision, Essendon North Primary School has implemented a range of support measures to promote engagement, positive behaviour and respectful relationships for all students in the school. In order to recognise student social, emotional or educational needs, as a group or as individuals, we have strategies in place to identify these students, and provide them with the support they need to flourish at school



Essendon North Primary School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on our Guiding Statements, expected social competencies and positive peer relationships. There are a range of intervention strategies in place to address inappropriate behaviours.

At ENPS we use Response to Intervention (RTI) model, this is a multi-tier approach to the early identification and support of students with learning and behavior needs. The **RTI** process begins with high-quality instruction and universal screening of all children in the general education classroom.

Response to Intervention at ENPS	
<p><b>Universal Strategies (whole-school)</b> create safe, inclusive and empowering environments that foster an enthusiasm for learning and support student wellbeing</p>	<p><b>Whole School</b></p> <ul style="list-style-type: none"> <li>• Learning Environments Master Plan</li> <li>• Staff training</li> <li>• First Aid Officer</li> <li>• Emergency Management</li> <li>• eSmart practices</li> </ul> <p><b>Promoting student connection</b></p> <ul style="list-style-type: none"> <li>• Voice and Connectedness groups/House team meetings</li> <li>• Buddy Programs</li> <li>• Essential agreements</li> <li>• Lunch clubs</li> <li>• R U OK Bench</li> <li>• Wheel of choice</li> <li>• Learning Neighbourhoods</li> <li>• Special Days/Events</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Swimming, Cross Country, Interschool and Athletics events</li> <li>• Provision of sports equipment for playground use</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• PYP Programme of Inquiry and Approaches to Teaching</li> <li>• PYP Essential Elements (Transdisciplinary Skills, Attitudes and Learner Profile Attributes)</li> <li>• Incursions/excursions</li> <li>• Units of Inquiry - targeting Personal and Social Capabilities</li> <li>• School Camping Program</li> <li>• Learning Updates</li> <li>• Student Learning Conferences</li> <li>• Exhibition of the Arts</li> <li>• Specialists programs</li> <li>• EAL program</li> </ul> <p><b>Extra Curricula</b></p>

	<ul style="list-style-type: none"> <li>• Out of Hours School Care - Camp Australia</li> <li>• Community Engagement Events</li> <li>• Collaborations with Arts Programs</li> <li>• Instrumental Music (Program)</li> <li>• Life Education/Puberty education</li> </ul>
<p><b>Targeted Strategies (group-specific)</b> meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies</p>	<p><b>Maximising Potential</b></p> <ul style="list-style-type: none"> <li>• Junior School Council (JSC) groups</li> <li>• Lunch clubs</li> <li>• Leaders in the Making</li> <li>• Leaders in Action <ul style="list-style-type: none"> <li>• School Captains</li> <li>• House Captains</li> </ul> </li> </ul> <p><b>Learning Support</b></p> <ul style="list-style-type: none"> <li>• Targeted teaching literacy, mathematics, technology</li> <li>• Literacy Support</li> <li>• English as an Additional Language (EAL)</li> <li>• Moonee Valley Student Support Services</li> </ul> <p><b>Extra Curricula</b></p> <ul style="list-style-type: none"> <li>• Science Talent Search</li> <li>• International Competitions of Assessment in Schools (ICAS) - English, Spelling, Mathematics and Science</li> <li>• Gifted and Talented opportunities such as G.A.T.E.WAYS</li> <li>• Australian Mathematics Challenge</li> <li>• Student Exchange to China</li> </ul>
<p><b>Individual Strategies</b> for students at risk, including strategies to identify and respond to individual student circumstances when regular attendance is not consistent or positive behaviours are not demonstrated.</p>	<p><b>Individual Student Plans</b></p> <ul style="list-style-type: none"> <li>• Individual Learning Goals</li> <li>• Learning Support Plans</li> <li>• Behavioural Support Plans</li> <li>• Safe at School Plans</li> <li>• Safe at Camp Plans</li> <li>• Anaphylaxis/Asthma Plans</li> <li>• Referral to External Agencies - student specific</li> <li>• Emergency Management Personal Emergency Evacuation Plans (PEEP)</li> <li>• Moonee Valley Student Support Services</li> <li>• Education Support Staff</li> </ul>

	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Student Support Group Meetings (SSGs)</li> <li>• Primary School Transition Statements</li> <li>• Student Snapshots</li> </ul>
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## ENPS BEHAVIOURAL EXPECTATIONS and ESSENTIAL AGREEMENTS

Refer to Behavioural Expectations and Consequences - Appendix 2 for a copy of the following documents:

ENPS Code of Conduct  
 ENPS Safe Play Essential Agreement  
 ENPS Playground Expectations and Yard Duty Essential Agreement  
 ENPS Staged Management Response Process  
 POOCH Problem Solving Strategy  
 ENPS Digital Citizenship Essential Agreement

Refer to Support Plans - Appendix 3 for a copy of the following documents.

ENPS Behaviour Support Plan  
 ENPS Behaviour Support Plan Severe Behaviour  
 ENPS Learning Support Plan  
 ENPS Safe at School Plan (can be used for Safe at Camp Plan as well)

Essendon North Primary School has a staged formal response process and consequences for students who behave inappropriately.

On the occasion that a student fails to meet the school's expectations, a range of logical consequences will be implemented, as per our *ENPS Behaviour Management Plan*. The focus for all consequences, is that of repairing harm caused by the behaviour and developing strategies and helpful thinking that will promote positive behaviours. Typically, consequences range in severity depending on the nature of the behaviour. Ongoing and repeated behaviours that cause concern to the school will have a cumulative effect on the level of consequence that will be given.

Individual behaviour support plans will be developed to assist the student to learn more appropriate behaviours. Where continued inappropriate or unhelpful behaviour continues to occur, suspensions or withdrawal may result. When this occurs, a Student Support group is formed to provide a short, medium and long term support action plan and may involve other professionals such as psychologists, speech pathologists /social workers and special education placements. The principal has the sole authority for suspension and expulsion of students from the school. Assistance in locating a more appropriate educational environment that meets the needs of the student will be provided.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Department of Education Engagement and Inclusion Guidelines have been met.

Suspension and expulsion can only be approved by the principal and ENPS will follow the processes for applying these disciplinary measures, as set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion are available here:  
<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

***Corporal punishment is strictly forbidden and is not permitted in any DET school.***

## **IMPLEMENTATION: SCHOOL ACTIONS and APPROACHES**

### **Essential Agreements**

At ENPS every class and every team have essential agreements that are co-constructed with students and agreed to by all participants. These set the tone for collaboration and teamwork and clearly outline the shared norms and expectations. Essential Agreements are developed by classes as part of the start-up program each year to provide guidelines for students and teachers on expected learning behaviours. Essential Agreements are also developed for other purposes, to provide guidelines for a range of school activities. These are inclusive of, but not limited to; specialist programs, playground behaviors, esmart behaviours and staff and team expectations.

The objectives of Essential Agreements are based upon the following principles:

- restorative practices
- courteous and co-operative behaviour in all aspects of school life
- a positive self-concept within each individual
- an awareness of individual responsibilities and obligations involved as a member of the family, classroom, school and general community
- appropriate strategies to provide for individual differences eg: social, emotional and intellectual
- group harmony and social interaction
- a warm, supportive and stimulating classroom environment
- an understanding of school rules and procedures as they relate to each individual
- efficient work habits
- 'real' expectations of pupil achievement.

### **Guiding Statements**

Essendon North Primary School has developed a set of guiding statements, (refer above) that guide strategic planning, decision making and school directions.

### **Student Safety**

**Before and After School:** Our school grounds are supervised from 8.30am in the morning to 3.30pm after school. Students at school before 8.30am will be directed to Camp Australia Out of Hours School Care. After school, the gates are supervised between 3.15pm and 3.30pm. Parents will be contacted if students are not picked up by 3.30pm, and students will be sent to Camp Australia, Out of Hours School Care.

**Out of Hours School Care:** Our out of hours school care program is subcontracted to Camp Australia, they operate of the school gym from 7.00am-8.30am and 3.15pm- 6.00pm. Foundation students are collected from the classroom and escorted to Camp Australia by a member of their staff. Any concerns in regards to student wellbeing and engagement at Camp Australia are to be directed to Camp Australia staff.

**Access to School Grounds:** All school gates, with the exception of the front gate, are locked at 9.00am and reopened at 3.00pm. Access to the school between the hours of 9.00am and 3.00pm is through the front office, all visitors to the school, including parents are required to sign in. For the



safety and security of all our students we ask that adults do not enter the student toilets. Where circumstances require them to do so, they must report to the school office prior to entering the toilets.

**Sun Smart Policy:** Students are required to wear covering clothing, including broad brimmed or legionnaires hats between the months of September and April. As all members of our community are role models for our ENPS students, we ask that all parents and families show their support for our school and our ENPS Sun Smart Policy by wearing appropriate covering clothing when attending outdoor school events. Refer to the Sun Smart Policy on our school website for further details.

**Digital Citizenship Essential Agreement:** The ENPS Digital Citizenship Essential Agreement applies at school and on school sanctioned activities including camps, school excursions and extra curricular activities.

**Traffic Management:** Moonee Valley Council have installed pick up and drop off zones outside the school gates on both McCulloch and Gillies Streets. We ask that all parents use these zones safely and in accordance with the instructions on the signage at these zones. There is a supervised school crossing on McCulloch Street and a supervised pedestrian crossing on Keilor Road.

### **Classroom Wellbeing**

Successful student outcomes are supported by the provision of strategies for promoting student wellbeing. We provide highly predictable school and classroom behavioural expectations, processes and procedures through the development and implementation of essential agreements and explicitly teach the social, self-management and communication skills to achieve these expectations. We use a consistent common language of the PYP Learner Profile. We begin the year with the Start Up Program, designed for teachers and students to collaboratively explore and negotiate the school guiding statements, develop classroom essential agreements and focus on getting to know each other and the learning environment.

To promote wellbeing within the classroom we implement classroom practices to explicitly teach social, self-management and communication skills, through the units of inquiry that:

- develop the whole person; socially, emotionally, academically and physically
- support all members of the community to demonstrate values of respect and social responsibility
- promote student voice to encourage ownership and motivation
- promote the development of a growth mindset
- implement restorative practices to build and enhance relationships in the school community
- actively promote the development of resilience to persevere and solve problems and adaptability to change
- promote the right to be happy and safe at school.

### **Playground Wellbeing**

At Essendon North Primary School we have the following in place to ensure that the playground is a safe and supportive environment for all students:

- Five teachers on duty (3/4 Playground and Oval, 1/2 Playground and Oval, 5/6 Playground and Basketball Court, Quadrangle, and Junior Play Area)
- Appropriate Education Support Staff numbers for students with special needs
- School wide agreed upon safe play agreement and behaviour expectations

- First Aid Officer
- Shaded areas and passive or active zones in our layout of school grounds
- A timetable for extreme weather conditions
- First Aid kit, walkie talkie and fluorescent vest with each teacher on yard duty
- Alerts and action plans for children with special needs
- A range of lunchtime clubs and access to the library.

**eSmart:** As a school, we promote safe and acceptable use of digital technologies, through our Digital Citizenship Essential Agreement, classroom instruction and responses to individual situations.

### Restorative practices

Restorative practices are used as a strategy for maintaining healthy relationships and repairing relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. They are applied at a whole-school and classroom level and in responding to challenging behaviour or bullying by individual students. For further information visit <http://goo.gl/d2xK0u>

Sample questions for a restorative justice conversation:

- Can you tell me what happened?
- What did you think when it happened?
- Is this fair?
- How can we make things better?
- Do you agree? Is that okay?
- How can we make sure this doesn't happen again?

### Anti Bullying

The Essendon North Primary School Anti-Bullying Policy is implemented as an integral element of the ENPS Student Engagement Policy and ENPS Digital Citizenship Guidelines.

Bullying is unacceptable at Essendon North Primary School. Bullying is defined as unreasonable behaviour that is repeated over time or occurring as part of a pattern of behaviour and is intimidating, threatening or humiliating. Bullying can be physical, verbal or indirect, and creates an unfriendly, threatening or offensive environment and can include:

- **verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters
- **violence** - including threats of violence
- **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- **homophobia** and other hostile behaviour towards students relating to gender and sexuality
- **discrimination** including racial discrimination - treating people differently because of their identity
- **cyberbullying** - either online or via mobile phone.

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying



- **social rejection** or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

A school-wide approach is taken to deal with bullying (inclusive of cyber bullying) and harassment in a consistent and systematic way, following the processes outlined in the *ENPS Student Management: Staged Response Processes* document (Appendix 2). All students and staff are informed of school wide and relevant class essential agreements to ensure a shared understanding of behaviours, responsibilities and practices.

ENPS will provide support to any student who has been affected by, engaged in or witnessed bullying behaviour. The school curriculum provides a range of learning experiences to promote resilience, life and social skills, assertiveness, conflict resolution and problem solving and includes anti-bullying messages and strategies in line with current DET materials 'Building Respectful and Safe Schools', 'No Blame Approach to Bullying' and 'Bully Stoppers' programs.

Staff professional learning occurs periodically to keep staff informed of current issues/strategies for dealing with these issues.

There are consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) expectations, guidelines and procedures. The school promotes strategies for students who have been affected by, engaged in or witnessed bullying behaviour to address behavior changes via a restorative justice framework

In severe cases of bullying incidents involving assaults, threats, intimidation or harassment ENPS will report critical incidents, via the Student Critical Incident Unit of the Victorian Department of Education and Training.

### **Procedural Fairness (ENPS Student Management: Staged Response Procedures)**

ENPS has a Student Management: Staged Response Procedures (Appendix 2) which provides an opportunity for all students to voice their version of events, ensuring that thorough evidence is collected, and consideration is given to the context and circumstances of the event, along with guidelines for appropriate levels of response.

When responding to incidents, ENPS will communicate with parents in accordance with the procedures outlined in our *ENPS Student Management: Staged Response*, and at the professional discretion of staff. At all times ENPS staff will maintain and respect the privacy and confidentiality of all parties involved.

### **Consistent and Transparent Outcomes**

ENPS ensures that all members of the school community, including students, teachers, and families, are familiar with the Student Engagement Policy, essential agreements and behavioural expectations.

At ENPS we monitor and record behaviours, using Compass, to ensure that teachers respond in a similar manner, and follow school wide behavioural expectations and guidelines (Appendix 2) further emphasising the consistent management of student behaviour.

Incidents are responded to using the ENPS Student Behaviour Management Plan. Where appropriate students are supported to use the POOCH (Appendix 2) problem solving strategy. This strategy supports students to independently solve problems and make good choices.

### **Inclusive Approaches**

At the beginning of the year all Foundation students are allocated a Year Five student as a 'buddy'. The buddy system operates to support children to feel comfortable and secure in their new environment and provide a familiar face out in the playground.

Lunch Clubs are organised to provide opportunities for students to take part in activities that cater for a variety of interests outside of the classroom. These are run during lunchtimes to promote student connection.

Differentiation occurs through a range of strategies and approaches to maximise the potential learning and growth for all students. Differentiated learning takes into account content, process, product, learning environment, student readiness, interest and learning profile.

School guiding statements that promote the importance of an inclusive learning environment:

- a positive and orderly learning environment that promotes safety and a sense of belonging
- a collaborative culture that nurtures and supports learning
- demonstrate pride and respect for our community
- promote a productive and challenging environment that inspires excellence and maximizes potential through personalised learning
- promote independence, interdependence and self-motivation.

### **Recognition of At-Risk students**

ENPS provides at-risk students with opportunities to engage in programs and activities which foster pro-social skills and alternatives to conflict. When required we utilise Department of Education Student Support Services (SSS) Officers, and other support services such as Primary Welfare Officers, DHS caseworkers, police or community health services to support both students and their families.

### **Essential Elements of PYP and Learner Profile**

The aim of the IB PYP is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world, through the development of a set of learner profile attributes. Through a PYP education we strive for a balance between the essential elements; the acquisition of knowledge and skills, development of conceptual understandings, demonstration of positive attitudes, and taking of responsible action.

### **Engaging with families**

ENPS values and encourages community involvement. A Community Engagement Sub-Committee of School Council has been established, with representatives from ENPS staff, parents and students, and is open to all parents. This committee regularly meets to organise community events to promote a sense of belonging and connectedness.

At ENPS we provide an environment that creates successful partnerships and welcomes all parents/carers, families, and the wider community. The school supports families to engage as partners in their child's learning to build their capacity as active learners by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute (refer to ENPS Visitors and Volunteers Policy for requirements)
- involving families with home learning and other curriculum-related activities

- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school, as appropriate
- involving families, as appropriate in Student Support Group meetings
- ensuring all parents/carers understand their role to support their child's attendance and engagement and act in a respectful and constructive manner when dealing with the school

## EVALUATION

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of the sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS.

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

## OTHER RELEVANT ENPS POLICIES and DOCUMENTS

ENPS Anaphylaxis Policy  
 ENPS Child Safety and Protection Policy  
 ENPS Child Protection (Mandatory Reporting) Policy  
 ENPS Sun Smart Policy  
 ENPS First Aid Policy  
 ENPS Administration of Medication Policy  
 ENPS Digital Citizenship Agreement  
 ENPS Student Learning and Assessment Guidelines  
 ENPS Visitors and Volunteers Policy

## DOCUMENT HISTORY

Version	Effective Date	Owner	Description of change
1	November 2016	AIP Wellbeing Committee	Substantial updates to previous policy in line with DET Student Engagement and Inclusion Guidelines, and ensuring consistency with current school practices and processes
1.1	February 2019	Scott Mullen	Update to Appendices and school procedures.

\* Information on revisions and new versions to be added to the top of the table, therefore the most recent is always on top.

## APPENDIX 1

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The ***Equal Opportunity Act 2010*** (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

The ***Charter of Human Rights and Responsibilities Act 2006*** (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

The ***Disability Standards for Education 2005***, which clarify and make more explicit the obligations on schools and the rights of students under the ***Disability Discrimination Act 1992***(Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum

- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.
- The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

The **Education and Training Reform Act 2006** (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—

- (i) realises their learning potential and maximises their education and training achievement;
- (ii) promotes enthusiasm for lifelong learning;
- (iii) allows parents to take an active part in their child's education and training.

## APPENDIX 2

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ENPS Code of Conduct  
ENPS Safe Play Agreement  
ENPS Playground Expectations and Yard Duty Essential Agreement  
ENPS Student Management: Staged Response Procedures  
ENPS Digital Citizenship Agreement

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### ENPS Code of Conduct

- *Be responsible*
- *Be respectful*
- *Be a role model*
- *Be safe*

During 2012 the Junior School Council, in consultation with the students, developed our Code of Conduct, this was reviewed in 2014 by the student body. This Code of Conduct, along with the attributes of the learner profile and PYP attitudes and the development of essential agreements forms an integral part of daily school life, and is used by all within the classroom context, within the playground and when representing the school on excursions, camps, sporting and other events and in the community.

### ENPS Safe Play Essential Agreement

## ENPS Student Safe Play Essential Agreement

The purpose of this essential agreement is so that all ENPS students clearly understand the expectations of play and that playground games are:  
SAFE, FUN and FAIR.

Be Responsible	Be Respectful	Be Safe	Be a Role Model
<ul style="list-style-type: none"> <li>★ All players get an opportunity to participate equally.</li> <li>★ Teams are to be even and fair for all.</li> <li>★ Encourage others.</li> <li>★ Agree on the rules before playing and stick to them.</li> </ul>	<ul style="list-style-type: none"> <li>★ Listen to and respect umpire decisions.</li> <li>★ Be a good sport.</li> <li>★ Use appropriate words and language.</li> <li>★ Follow all instructions from ENPS staff in a respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>★ The safety of all players is the priority.</li> <li>★ Physical contact in any form is not acceptable (this includes all forms of tackling)</li> <li>★ Be aware of other students in the area</li> </ul>	<ul style="list-style-type: none"> <li>★ Play fair.</li> <li>★ Include everyone and help each other to improve skills.</li> <li>★ Share the ball (or equipment) with everyone who is playing.</li> <li>★ Work together to solve problems or get advice from the Yard Duty teacher.</li> </ul>

CONSEQUENCES	
<p><b>Step One:</b> Walk with the Yard Duty Teacher for 5 - 10 minutes</p> <p><b>Step Two:</b> If behaviour continues - unable to play the game for the rest of the playtime or equivalent.</p> <p><b>Step Three:</b> If behaviour continues - referred to the Principal/Assistant Principal → Removed from the oval (or game area) for three - five days → Parents contacted as appropriate</p> <p><b>Recurring Behaviour</b> → Parents contacted → Behaviour Plan developed</p>	<p><b>Refusal to follow instructions from ENPS Staff and/or Arguing Back</b></p> <p>Referred to the Principal/Assistant Principal → Removed from the oval (or game area) for an agreed amount of time → Parents contacted as appropriate → Behaviour Plan developed as appropriate</p> <p><i>If students refuse to follow instructions, staff will inform the Principal Team. The Principal Team will follow up with the individual student and implement the consequences.</i></p>

<https://goo.gl/GQmRYG>

## ENPS Playground Expectations



### ENPS Playground Expectations

	Be Responsible	Be Respectful	Be Safe	Be a Role Model
Everywhere in the schoolground	<ul style="list-style-type: none"> <li>Follow the <i>ENPS Safe Play Essential Agreement</i>.</li> <li>Return to class quickly at the end of breaks.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive fair play</li> <li>Follow instructions from ENPS staff.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the safety of everyone.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate appropriate actions and behaviours.</li> <li>Demonstrate the Learner Profile</li> </ul>
Oval	<ul style="list-style-type: none"> <li>Keeping hands to yourself (no physical contact including tackling)</li> <li>Look after equipment, use responsibly and return to the right place</li> </ul>	<ul style="list-style-type: none"> <li>Give everyone a 'fair go'</li> <li>Be respectful of others, skills and attitudes.</li> <li>Use equipment respectfully</li> </ul>	<ul style="list-style-type: none"> <li>Keep other students safe</li> <li>Be aware of others playing in the space</li> <li>Stay off the embankment</li> </ul>	<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Follow the rules of the game</li> </ul>
Playgrounds	<ul style="list-style-type: none"> <li>Play on your year level playground</li> <li>Be aware of other people on the playground</li> <li>Keeping hands to yourself (no physical contact including tackling)</li> </ul>	<ul style="list-style-type: none"> <li>Treat the playground equipment respectfully and safely</li> <li>Speak respectfully to others</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment safely (Tiggy is not a suitable game)</li> </ul>	<ul style="list-style-type: none"> <li>Travel the same direction across the bridge, down the slide etc</li> <li>Demonstrate responsible, respectful, safe use of the playground</li> </ul>
Sandpits	<ul style="list-style-type: none"> <li>Keep sand and equipment in the sandpit</li> </ul>	<ul style="list-style-type: none"> <li>Look after equipment</li> </ul>	<ul style="list-style-type: none"> <li>Sand is not thrown around or at people.</li> </ul>	<ul style="list-style-type: none"> <li>Share equipment</li> </ul>
Undercover Area	<ul style="list-style-type: none"> <li>Quiet play activities (eg reading, drawing, music, games)</li> </ul>		<ul style="list-style-type: none"> <li>Quiet (passive) activities in this area (no balls, no running)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate quiet play</li> </ul>
Quadrangle and Junior Building	<ul style="list-style-type: none"> <li>Downball is the only ball game to be played in this area.</li> </ul>	<ul style="list-style-type: none"> <li>Downballs are the only balls that can be used.</li> </ul>	<ul style="list-style-type: none"> <li>Walking only through this area (no running)</li> </ul>	<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Follow the rules of the game</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>Keep the toilets clean and tidy by using them properly</li> <li>Bins are not for playing with</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Toilets are a 'no play' area</li> </ul>	
Lunch Eating Time (1.15 - 1.30)	<ul style="list-style-type: none"> <li>Rubbish is to be put in the bins.</li> </ul>	<ul style="list-style-type: none"> <li>Wait to be dismissed before leaving the area</li> <li>Walk to play areas</li> </ul>	<ul style="list-style-type: none"> <li>Sport equipment is not to be used.</li> <li>Ball games are not to be played.</li> </ul>	<ul style="list-style-type: none"> <li>Sit down to eat lunch.</li> <li>Food is not shared with others</li> </ul>
Playground Disputes	<ul style="list-style-type: none"> <li>Play fair</li> <li>Follow the rules</li> </ul>	<ul style="list-style-type: none"> <li>Accept outcomes gracefully</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate resilience</li> </ul>	<ul style="list-style-type: none"> <li>Actively seek resolutions</li> <li>Explore choices.</li> </ul>
Out of Bounds Area	<ul style="list-style-type: none"> <li>Past the Shipping Container and around the Visual Arts Room</li> <li>Behind the Gym</li> <li>Down the Embankment</li> </ul>			

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## 2015 Yard Duty Essential Agreement



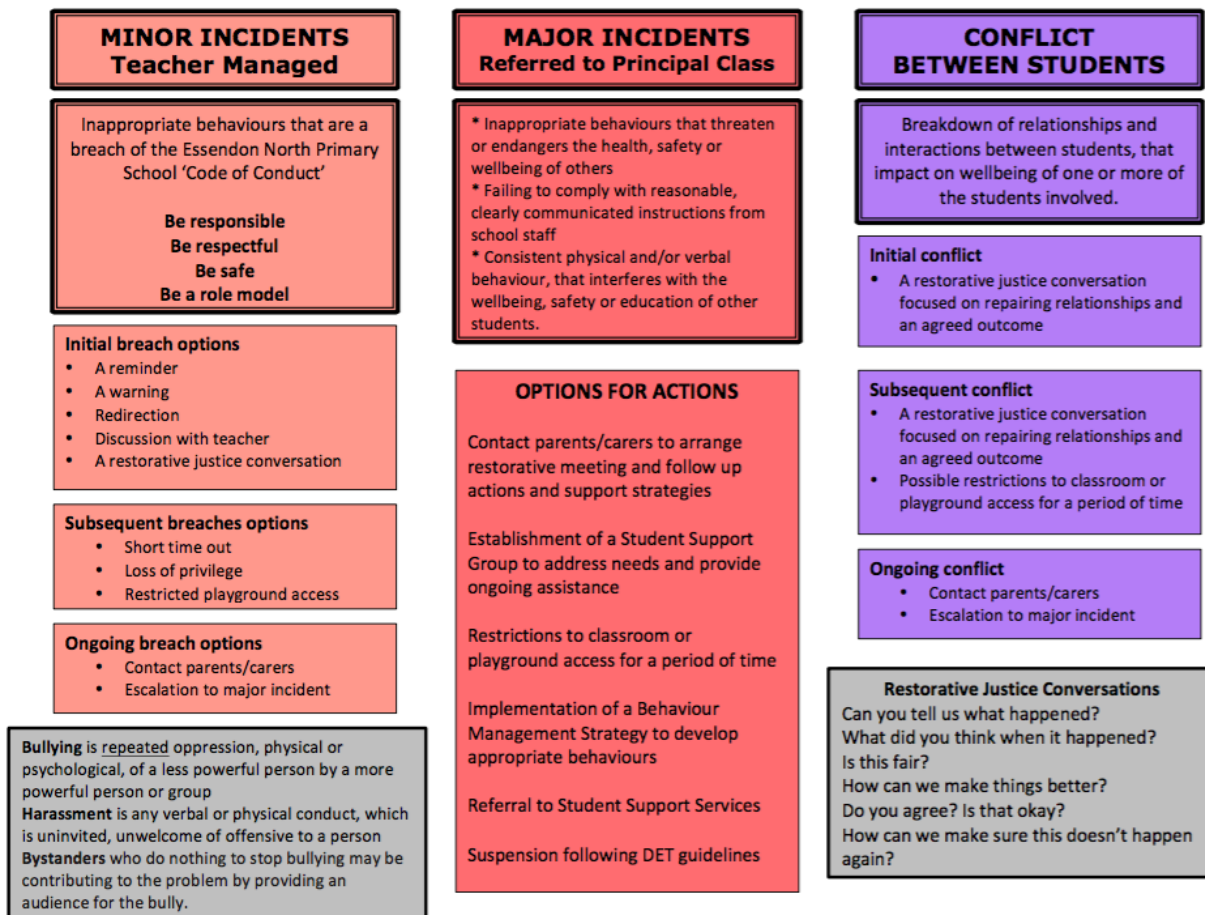
Global Learners and Leaders, Exceeding Expectations

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## ENPS Student Behaviour Management

<h3>Class System:</h3> <p><b>At school, it is expected that:</b></p> <ul style="list-style-type: none"> <li>-students arrive to class on time</li> <li>-students speak respectfully to each other, as well as teachers</li> <li>-students follow the instructions of the teacher</li> <li>-students act in a safe way</li> <li>-failing to follow the expectations will result in a consequence</li> <li>-consequences may escalate if unacceptable behaviour continues</li> </ul>		<p><b>Current Considerations for STUDENT NAME</b></p> <p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>-No motivation to go to class</li> <li>-I am constantly singled out</li> <li>-Me and my teacher have lost respect for each other</li> </ul> <p><b>Behaviours</b></p> <ul style="list-style-type: none"> <li>-I stop listening</li> <li>-I am disrespectful</li> <li>-I am not being my best self</li> <li>-I don't follow instructions</li> <li>-Perpetual lateness</li> </ul>		<p><b>To my teacher, PLEASE:</b></p> <ul style="list-style-type: none"> <li>-Give me 5 minutes of space if I am holding my hat in my hand during learning time.</li> <li>-Do your best to implement behavioural consequences and instruction fairly.</li> </ul>	
<p><b>Unacceptable behaviours</b></p> <ul style="list-style-type: none"> <li>-Communicating disrespectfully with teachers or students.</li> <li>-Ignoring or disregarding teacher instructions</li> <li>-Disrupting the learning of others</li> <li>-Unsafe or destructive behaviour</li> <li>-Wasting learning time</li> <li>-Being late</li> </ul>		<p><b>Refocus and Warning</b></p> <p>The instructions are repeated, unacceptable behaviour is identified. Suggested redirection.</p>		<p><b>Learning Space Consequence</b></p> <p>Redirection implemented.</p>	
<p><b>Removal From Learning Space</b></p> <p>Complete the session of learning in another learning space (SCS/ET)</p> <p>Time removed is spent completing work. Failure to do so may result in extra homework or completion of tasks outside learning time.</p>		<p><b>Potential Escalations</b></p> <ul style="list-style-type: none"> <li>-Executive level intervention</li> <li>-Parents contacted</li> <li>-Restrictions of recess/lunch</li> <li>-Strikes</li> <li>-Extended removal from regular classes or activities</li> <li>-Modified learning program and schedule</li> <li>-Suspension</li> </ul>		<p><b>***PLEASE NOTE</b></p> <p>If student leaves learning space in a disrespectful manner, a restorative conversation MUST occur before the student returns to regular programming</p>	

## Essendon North Primary School Student Management : Staged Response Procedures

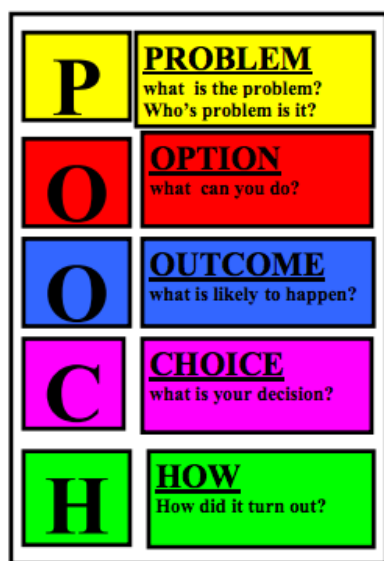


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Information on grounds and processes for suspension and expulsion are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

## POOCH Problem Solving Strategy



<https://goo.gl/GQmRYG>

## ENPS Digital Citizenship Agreement

### ENPS Student Engagement & Wellbeing

#### Respectful

Be respectful of other people's property.  
Use devices for learning purposes, as directed.  
Follow teacher instructions in regards to appropriate use.  
Think before you post things online  
Respect others right to privacy; it is not acceptable to take or publish images or videos of other students or to post information about others online.

#### Responsible

Ensure devices are charged and ready for a full day.  
Never leave devices unattended or take them outside, unless directed by a teacher.  
Store devices safely at school and when taking to and from school.  
Know which websites and apps you can use at school and only use appropriate websites and Apps at school.

#### Digital Citizenship Essential Agreement

#### Real Safe

Only access websites and apps that are age appropriate and for learning.  
Communicate responsibly and respectfully online.  
Use devices in a way that is safe for self and others.  
Tell a teacher or adult if you feel uncomfortable or unsafe online, or are concerned about the behaviour of others.  
Only chat to people you know in real life in an online space.  
Back up data and install the base apps.

#### Role Model

Keep food and drink away from devices.  
Report any damage or misuse.  
Never put personal details including your name, address or birthday online.  
Do the right thing when visiting websites and if you see something inappropriate report it straight away.  
Demonstrate cyber safe behaviors.

I, \_\_\_\_\_ (student name) agree to adhere to the above essential agreement for my schooling at Essendon North Primary School.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_

<https://goo.gl/GQmRYG>

## APPENDIX 3

ENPS Behaviour Support Plan  
ENPS Behaviour Support Plan Severe Behaviour  
ENPS Learning Support Plan  
ENPS Safe at School Plan  
(can be used for School Camp as well)

### ENPS Behaviour Support Plan

Student Name:

Grade:

ENPS Code Of Conduct
Be Responsible Be Respectful Be Safe Be a Role Model

An area of the Code of Conduct I need to work on:

The behaviours I am committed to improving are:

If I make good decisions and demonstrate these behaviours, people will see:

If I don't make good decisions and don't display these behaviours, I understand the consequences will be:

Support I need to make this work:

### Agreement of Behaviour Management Plan

Student: \_\_\_\_\_ Parent: \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date to be reviewed:** \_\_\_\_\_

## **ENPS Behaviour Support Plan for Severe Behaviour**

These guidelines are to be read in conjunction with the ENPS Student Management Staged Response Procedures and are applicable to the small percentage of students, for whom these procedures are not the most appropriate or applicable. These would be implemented if other school processes were not being successful.

### **The goals of all behaviour management strategies are to:**

- Build and promote resilience
- Encourage and support the student in their endeavours to behave appropriately
- Provide stability and predictability for the student involved
- Support the classroom teacher and other school based professionals who are working with the student
- Work as a team with the student, family and other stakeholders to develop a plan with goals, processes and consequences that are clearly communicated
- Achieve the best possible educational (social, emotional, academic) outcomes for the student
- Ensure that our processes and structures promote school as a positive and empowering environment for all stakeholders

### **Developing Individual Management Plans**

Each plan needs to be developed for the individual student in conjunction with the student, class teacher, parents/carers and other appropriate stakeholders. These plans are to be shared with all school staff who work with the student.

Individual plans need to include:

- The behaviour goal/s (these need to be simple and achievable and focused on the most important current need).
- A focus on positive reinforcement and promotion of self-regulation strategies.
- A documented, clear and consistent approach to consequences, that have been developed with the child
- Expectations and processes that give consideration to what is realistic and achievable given the child's current circumstances
- An outline of effective processes that can be followed by the teacher and student to manage significant incidents.



## ENPS Behaviour Support Plan (Severe)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### ENPS Code Of Conduct

Be Responsible  
Be Respectful  
Be Safe  
Be a Role Model

What actions of mine are a  
cause for concern?

Why have I behaved  
in this way?

How is this a breach of the ENPS  
Code of Conduct?

What is my behavior goal/s?

Strategies that will be used to manage my behavior to achieve my goal/s (opportunities for self regulation)

Student

Teacher

Home

**Process to be followed to manage behavior:**

**If I cannot manage my actions, I understand the consequences will be:**

**Support I need to make this work:**

**Agreement of Behaviour Management Plan (Severe)**

**Student:** \_\_\_\_\_

**Parent:**

\_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Principal/Assistant Principal:**

\_\_\_\_\_

**Date to be reviewed:** \_\_\_\_\_

**ENPS Learning Support Plan**

**Student Name:** \_\_\_\_\_

**Grade:**

\_\_\_\_\_

**An area of my learning I need to work on:**

**The learning actions and behaviours I am committed to improving are:**

**If I demonstrate these behaviours, people will see:**

**Support I need to achieve this:**

**Agreement of Learning Support Plan**

**Student:** \_\_\_\_\_ **Parent:**

\_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date to be reviewed:** \_\_\_\_\_

**ENPS Safe at School Plan** (can be used for School Camp as well)

**Student Name:**

**Grade:**

**ENPS Code Of Conduct**

Be Responsible  
Be Respectful  
Be Safe  
Be a Role Model

**Things that happen at school that don't make me feel safe at school are:**

**When I don't feel safe I know that I can:**

**Strategies that I can use to ensure that I am safe at school are:**

**Support I need to feel safe:**

### **Agreement of Safe at School Plan**

**Student:** \_\_\_\_\_ **Parent:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date to be reviewed:** \_\_\_\_\_

## **APPENDIX 4**

### **Statement of rights and responsibilities**

#### **Students**

<b>Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</li> <li>participate fully in the school's educational program</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>participate fully in the school's educational program and to attend regularly.</li> <li>display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>demonstrate respect for the rights of others, including the right to learn, and contribute to an engaging educational experience for themselves and other students.</li> </ul>

	<ul style="list-style-type: none"> <li>• take responsibility for their own learning and participation as members of the whole school community.</li> <li>• develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> </ul>
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### Parents and Carers

Rights	Responsibilities
<p>Parents and Carers have a right to:</p> <ul style="list-style-type: none"> <li>• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> </ul>	<p>Parents and Carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours.</li> <li>• ensure their child's regular attendance.</li> <li>• engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>

### ENPS Staff

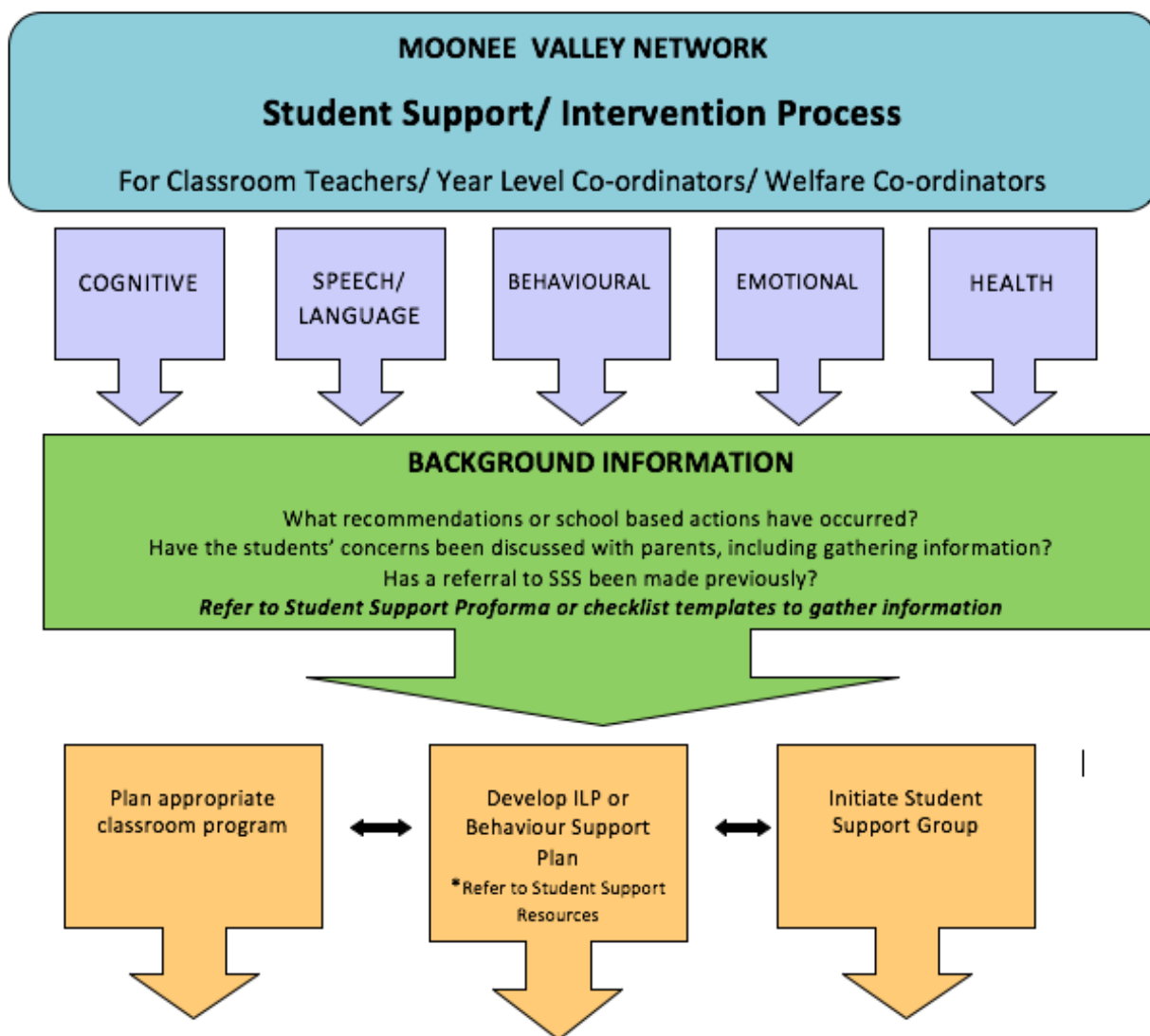
Rights	Responsibilities
<p>ENPS Staff have a right to:</p> <ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and cooperative environment</li> <li>• be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<p>ENPS Staff have a responsibility to:</p> <ul style="list-style-type: none"> <li>• fairly, reasonably and consistently, implement the engagement policy.</li> <li>• know how students learn and how to teach them effectively.</li> <li>• know the content they teach.</li> </ul>

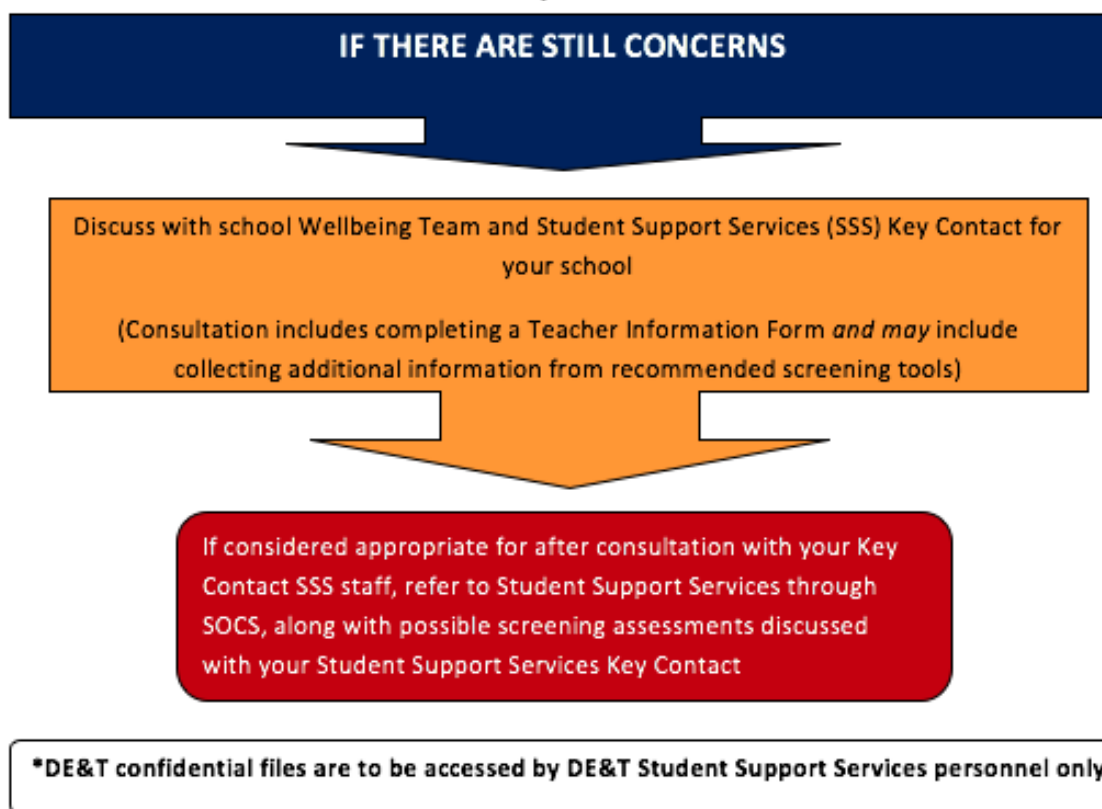
	<ul style="list-style-type: none"> <li>• know their students.</li> <li>• plan and assess for effective learning.</li> <li>• create and maintain safe and challenging learning environments.</li> <li>• use a range of teaching strategies and resources to engage students in effective learning.</li> </ul>
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## **APPENDIX 5:** Process for identifying students in need of extra support

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## APPENDIX 6: Principles for Health and Wellbeing

The following Principles are a reminder of good practice when working with children and young people and are intended to promote, nurture and support the health and wellbeing of Victorian children and young people.

### *Principle 1 – Maximise access and inclusion*

Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

### *Principle 2 – Focus on outcomes*

A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

### *Principle 3 – Evidence-informed and reflective practice*

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

### *Principle 4 – Holistic approach*

Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

### *Principle 5 – Person-centred and family sensitive practice*

Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

*Principle 6 – Partnerships with families and communities*

Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

*Principle 7 – Cultural competence*

To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

*Principle 8 – Commitment to excellence*

Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.