

POLICY TITLE: Inclusion and Diversity Policy

DATE RATIFIED: February 2018

REVIEW DATE: February 2022

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

RATIONALE

Essendon North Primary School is committed to promoting a safe, supportive and inclusive learning environment. Every member of the school community has a right to fully participate in an educational environment that is inclusive and has 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 document Essendon North Primary School's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Essendon North Primary School strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

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.

IMPLEMENTATION

Definitions

Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, sexual orientation, gender identity, religion etc.

Inclusion and diversity

Essendon North Primary School is committed to creating a school climate where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Essendon North Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

Essendon North Primary School will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (eg schools sports, concerts) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students.

Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

Essendon North Primary School will take appropriate measures, consistent with its *Student Engagement and Wellbeing and Bullying* policies to respond to discriminatory behaviour or harassment at our school. **Students that are involved in bullying or harassing others on the basis of their personal attributes will be supported to understand the impact of their behaviour.**

Essendon North Primary School also understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. For more information about support available for students with disabilities, please refer to our school's *Student Engagement and Wellbeing policy*.

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.



Global learners and leaders, exceeding expectations.

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.

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.

| Response to Intervention at ENPS | |
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| <p>Universal Strategies (whole-school) create safe, inclusive and empowering environments that foster an enthusiasm for learning and support student wellbeing</p> | <p>Whole School</p> <ul style="list-style-type: none"> • Learning Environments Master Plan • School Psychologist • Staff training • First Aid Officer • Emergency Management • School Nurse visits • eSmart practices <p>Promoting student connection</p> <ul style="list-style-type: none"> • Voice and Connectedness groups/House team meetings • Buddy Programs • Essential agreements • Lunch clubs • R U OK Bench • Wheel of choice • Learning Neighbourhoods • Special Days/Events |

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| | <p>Physical Education</p> <ul style="list-style-type: none"> Swimming, Cross Country, Interschool and Athletics events Provision of sports equipment for playground use <p>Curriculum</p> <ul style="list-style-type: none"> PYP Programme of Inquiry and Approaches to Teaching PYP Essential Elements (Transdisciplinary Skills, Attitudes and Learner Profile Attributes) Incursions/excursions Units of Inquiry - targeting Personal and Social Capabilities School Camping Program Learning Updates Student Learning Conferences Exhibition of the Arts Specialists programs <p>Extra Curricula</p> <ul style="list-style-type: none"> Out of Hours School Care - Camp Australia Community Engagement Events Collaborations with Arts Programs Instrumental Music (Program) Life Education/Puberty education |
| <p>Targeted Strategies (group-specific) meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies</p> | <p>Maximising Potential</p> <ul style="list-style-type: none"> Junior School Council (JSC) groups Lunch clubs Leaders in the Making Leaders in Action <ul style="list-style-type: none"> School Captains House Captains <p>Learning Support</p> <ul style="list-style-type: none"> Targeted teaching (literacy, mathematics, technology) Literacy Support English as an Additional Language (EAL) Social Skills Groups Moonee Valley Student Support Services |

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| | <p>Extra Curricula</p> <ul style="list-style-type: none"> • Science Talent Search • International Competitions of Assessment in Schools (ICAS) - English, Mathematics and Science • Gifted and Talented opportunities such as G.A.T.E.WAYS • Australian Mathematics Challenge |
| <p>Individual Strategies 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>Individual Student Plans</p> <ul style="list-style-type: none"> • Individual Learning Goals • Learning Support Plans • Behavioural Support Plans • Safe at School Plans • Safe at Camp Plans • Anaphylaxis/Asthma Plans • Referral to External Agencies - student specific • Emergency Management Personal Emergency Evacuation Plans (PEEP) • Moonee Valley Student Support Services • Education Support Staff • First Aid • Student Support Group Meetings (SSGs) • Primary School Transition Statements • Student Snapshots |

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 Staged Management Response Process*. 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 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.

Classroom Wellbeing

Successful student outcomes are supported by promoting inclusive practices. 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 attitudes and learner profile attributes. We begin the year with the Start Up Program, designed for teachers and students to jointly 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 inclusion 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.

Anti Bullying

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 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 Management: Staged Response Procedures. 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

Voice and Connectedness groups (VC groups) are part of the ENPS Pastoral Care Strategy, their purpose being to provide a consistent and transparent school wide process for students to develop connectedness to peers and staff across our school community. Every staff member will be allocated as a mentor to a VC group of students ranging from Foundation to Year Six. Together this group will work in collaboration to develop a shared understanding of student wellbeing at ENPS, provide opportunities for peer connectedness F-6 and strengthen relationships across the school.

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 |
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| 1 | September 2018 | AIP Wellbeing | Substantial updates to previous policy in line with DET Student Engagement and Inclusion Guidelines, and ensuring consistency with current school practices and processes |
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* Information on revisions and new versions to be added to the top of the table, therefore the most recent is always on top.