POLICY TITLE: Student Wellbeing and Engagement

DATE RATIFIED: June 2026

REVIEW DATE: June 2028

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

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour.

Essendon North Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school in creating and maintaining a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

School profile

At Essendon North Primary School, our vision is to be '*Global learners and leaders, exceeding expectations*.' Our mission is '*We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world*.' We believe in our Guiding Statements, and as a learning community, we are committed to embedding these within the fabric of our school. We are *Brave, Bold* and *Connected.* Our school is proud to be a member of the Council of International Schools (CIS), which is reflective of our 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. The 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.

Our school officially opened on September 9th, 1920 and is located in Wurundjeri Woi Wurrung Country on Keilor Road in the suburb of North Essendon, Melbourne, Victoria, Australia. In 2020, we celebrated our school's centenary and continue to be very proud of our rich history and community connections.

Essendon North Primary School is approximately 12 km north-west of Melbourne's Central Business District, and our Local Government area is the City of Moonee Valley. A total of 602 students are enrolled in 2026. Our evolving demographic now boasts 35 percent of students with English as an Additional Language (EAL). In 2026, there are twenty-eight grades from Foundation to Year Six.

Our school continues to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus is on establishing solid foundations in Literacy and Numeracy, and from Years Three to Six, our focus builds breadth and depth. This approach, complemented by a clear focus on student achievement, provides solid foundations for students to access rich and diverse learning experiences. The focus on an inquiry-based curriculum that utilises and extends the application of contemporary learning technologies in collaborative learning environments provides engaging and stimulating opportunities for students to extend themselves and maximise their potential. These learning opportunities and improvements are supported through a lens of wellbeing.

Our school offers a range of specialist and extracurricular programs including languages education in Chinese (Mandarin), Visual and Performing Arts, Health and Wellbeing, Physical Education, English as an Additional Language (EAL) support, interschool sport, Perceptual Motor Program (PMP), instrumental music tuition, student agency, leadership and voice, Buddy Program, Lunch Clubs, Camping Program, incursions and excursions, and an Out of School Hours Care Program. We have developed a comprehensive program and service structure for students with additional and complex needs, including participation in the Victorian Student Excellence Program and external opportunities (Gateways, ICAS, Science Talent Search) and comprehensive support for students with disabilities (Disability Inclusion and PSD) and students at risk.
Please visit our school website at www.enps.vic.edu.au for further information about our school.

School values, philosophy and vision

Essendon North Primary School
Guiding Statements

Vision
Global learners and leaders, exceeding expectations.

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

BRAVE
BOLD
CONNECTED

Critical Engagement with the World | Academic Excellence | Inclusive Learning Environment | Personal and Social Wellbeing

Personal and Social Wellbeing	Academic Excellence
• Develop the whole person; socially, emotionally, academically and physically • All members of the community demonstrate values of respect and social responsibility • Promote student voice to encourage ownership and motivation • Implement restorative practices to build and enhance relationships in the school community • Demonstrate resilience to persevere and solve problems • Promote the right to be happy and safe at school • Adaptable to change	• Clear and explicit focus on the learning essentials to be literate and numerate • Innovation through inquiry • Rigour and challenge for academic engagement and success • Future technologies embedded in learning and teaching • Evidenced based practice designed to add value and maximise the potential of the individual • Accountability to self and others as learners • Opportunities for individual curricular and and extra curricular pursuits • A guaranteed and viable curriculum based on the International Baccalaureate Primary Years Programme and the Victorian Curriculum

Vision: Global learners and leavers, exceeding expectations.

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

Inclusive Learning Environment	Critical Engagement with the World
• 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 maximises potential through personalised learning • Promote independence, interdependence and self-motivation	• Development of a disposition of 'self' and personal identity • Respectfully engaging with other cultures and perspectives through intercultural awareness and understanding • Create a depth of learning that inspires active and compassionate global citizens • Opportunities to learn and experience language and cultures other than our own • Adaptable to change

Essendon North Primary School

AT ENPS WE ARE

safe | kind | respectful

Our shared values of being safe, kind and respectful support the attributes we develop as ENPS learners.

ENPS LEARNERS ARE

RESPONSIBLE
We make safe and respectful choices, take ownership of our actions, and contribute positively to our learning community.

CURIOUS
We ask questions, explore new ideas, and seek to understand the world around us.

COMMUNICATORS
We share our thinking, ask questions, collaborate, and learn with others.

RESILIENT
We manage setbacks, stay motivated, and use positive strategies to overcome challenges.

REFLECTIVE
We look back on our learning, celebrate progress, and set goals to keep improving.

By demonstrating these values and attributes each day, we build a positive, inclusive and supportive school community and maximise our potential as learners.

Wellbeing and engagement strategies

Essendon North Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.
A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- maintaining high and consistent expectations for behaviour and engagement across staff, students and parents/carers
- prioritising positive relationships between staff and students, recognising their critical role in student wellbeing
- creating an inclusive, engaging and supportive culture that celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and responding to a range of school data such as attendance, Attitudes to School Survey, parent survey, student management and school-level assessment data
- delivering a broad curriculum that enables students to engage in learning aligned to their interests, strengths and aspirations
- implementing Respectful Relationships, delivering an explicit, common and shared model of instruction to ensure that evidence-based teaching practices are incorporated into all lessons
- using a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- embedding the School-Wide Positive Behaviour Support (SWPBS) framework to promote a positive school environment and enhance learning through clearly defined expectations
- incorporating the school's Guiding Statements and Learner Attributes into our curriculum and promoting them across the school community
- providing carefully planned transition programs to support students progressing throughout their schooling, including pre-school to Foundation, 'Step-Up' Day, Student Support Group Meetings, Learning Support Group Meetings, Accelerus Handover Notes, Student Transition Meetings and Year Six to Year Seven
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at the whole-school, cohort, and individual levels. Our dedicated Enrolments Officer and Administration Team work collaboratively to monitor student attendance data and support families, as detailed in our Attendance Policy
- providing opportunities for student voice and feedback through the Junior School Council. Students are also encouraged to raise questions or concerns with staff. Students are also encouraged to speak with their teachers, Mental Health and Wellbeing Leader, Assistant Principals and Principal whenever they have any questions or concerns

- creating opportunities for cross-age connections amongst students through school performances, sporting events, music programs, student-led clubs, action teams and buddy programs
- promoting an open-door approach, where all students can seek support from wellbeing staff, leadership and the First Aid team
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
    - Bully Stoppers / Bullying No Way
    - School Wide Positive Behavior Support (SWPBS)
    - Respectful Relationships
- participating in programs, incursions and excursions developed to address specific needs or behaviour (i.e. emotional regulation, social skills and conflict resolution)
- offering inclusive opportunities for participation, such as sports teams, clubs and lunchtime activities
- empowering our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each cohort is supported by a Professional Learning Community Leader and a Wellbeing Team Representative who monitor student wellbeing and act as key points of contact for additional support
- we support our Koorie students to engage fully in their education within a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. Refer to our *Action Plan for Aboriginal Learning, Wellbeing and Safety* for further information.
- we support our English as an Additional Language (EAL) students, and ensure all culturally and linguistically diverse students feel safe, included, and valued within our school. This is supported through targeted curriculum, bilingual texts, and intentional teaching and learning opportunities.
- we support students from refugee backgrounds through targeted intervention and through the support of our Student Wellbeing Coordinator and EAL Coordinator
- we provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support
- we support students in Out of Home Care in accordance with the Department's policy on Supporting Students in Out-of-Home Care, including being appointed a Learning Mentor and Designated Teacher, having an Individual Education Plan and a Student Support Group, and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, through reasonable adjustments to support access to learning programs, consultation with families and, where required, Student Support Groups and Individual Education Plans
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program.

Individual

- building constructive relationships with students at risk or those experiencing complex circumstances

- meeting with students and their parents/carers to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan, Safety Plan, Student Snapshot or Desescalation Plan
- considering whether any environmental changes need to be made to support an individual's needs
- referring the student to:
    - school-based wellbeing supports
    - Student Support Services (SSS)
    - external supports such as council-based youth and family services, allied health professionals, headspace, Child and Adolescent Mental Health Services (CAMHS), or Child FIRST
    - re-engagement programs such as Navigator.

Where necessary, the school will support the student's family to engage by:

- responding to changes in the student's circumstances and health & wellbeing sensitively and efficiently
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- facilitating regular support meetings to monitor and respond to student needs. This includes Student Support Group meetings for students funded under PSD or Disability Inclusion, as well as those in Out of Home Care, and Learning Support Group meetings for students with complex needs requiring ongoing support and monitoring.

Identifying students in need of support

Essendon North Primary School is committed to providing the necessary support to ensure our students are supported academically, emotionally and socially. The Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. The Mental Health and Wellbeing Leader, Principal and Assistant Principal work closely with the Student Support Services (SSS) Team to identify needs within the student community, and implement appropriate actions, whether they be universal, targeted or individual. Regular Health and Wellbeing Key Contact (HWKC) meetings are facilitated to monitor and action the wellbeing needs of the school community. Essendon North Primary School will utilise the following information and tools to identify students in need of additional emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- school-based behaviour and wellbeing trackers aligned with the Children's Wellbeing Continuum
- observations by school staff, such as changes in engagement, behaviour, self-care, social connectedness and motivation, are documented on Compass via Chronicle

- engagement with families
- student wellbeing data (e.g. Google Forms)
- self-referrals or referrals from peers.

Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.
Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- actively engage in the educational programs at Essendon North Primary School
- display positive behaviours that demonstrate safety, kindness and respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints and Concerns Policy, available on the Policies Page of our school website.

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Guiding Statements, Statement of Values, Code of Conduct, Digital Citizenship Agreement, School-Wide Positive Behaviour Support (SWPBS) framework and Learning Community Agreements.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy, available on the Policies Page of our School Website.

When a student acts in breach of the behaviour standards of our school community, Essendon North Primary School will enact a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school prioritises positive, proactive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the

student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include (*see ENPS Minor and Major Behaviours below*):

- warning a student that their behaviour is inappropriate
- teacher-controlled consequences, such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- ongoing monitoring or restriction of play to certain areas
- referral to the Year Level Professional Learning Community Leader
- restorative practices
- restorative community engagement tasks, such as environmental duty
- parent contact
- behaviour support and intervention meetings
- suspension or expulsion.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with department policy, available at:

- https://www2.education.vic.gov.au/pal/suspensions/policy
- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education. The Principal of Essendon North Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

School-Wide Positive Behaviour Support Matrix

	During learning time During class time with a teacher (including library, specialist & assemblies)	During break time Before school, after school, recess and lunchtime	Bathrooms use Including toilet, sinks and drink taps	Moving around the school Moving between and within learning spaces	Online and device use At school, or when linked to school work or school people
Safe	We use equipment and resources for its intended purpose We notify the teacher when we feel unsafe We respect other people's personal space We keep hands, feet and objects to ourselves We walk and move through the class calmly	We walk around the school and only run in agreed-upon areas, such as the oval We follow agreed-upon rules when playing together We keep hands, feet and objects to ourselves We seek help from yard duty teachers We will follow our parents instructions to get to and from school safely	We ask for permission to go to the toilet during learning time We go with a partner to the bathroom and wait for them We wash our hands when we are finished We notify an adult of spills or problems	We walk in a calm, orderly manner We follow the teacher and walk together as a class We keep our hands, feet and objects to ourselves We have our belongings organised before entering a space We only enter a room with the teacher's permission	We notify adults about inappropriate behaviour and language We only use school-appropriate apps and sites We keep personal information to ourselves We ensure our iPad screen is visible to the teacher
Kind	We encourage each other's learning We include others and work collaboratively We help others We value everyone's ideas and opinions We share our learning resources	We share equipment and return it We support others when they need it We are inclusive; we include others We solve problems while they are small We communicate clearly; clear is kind	We help others in distress or in need We take turns We ensure that the space is usable for the next person We give people space when they need it	We look after each other and help if needed We are mindful that others are learning We help others if they are lost or upset We aim to minimise disruption to the learning of others	We use respectful language We teach others skills We acknowledge and appreciate others and their achievements We are upstanders, not bystanders
Respectful	We actively listen to our teachers and peers We are responsible for our resources We actively engage in learning tasks and do our best We speak at an appropriate volume and tone	We put rubbish in the bins We sit calmly and eat in our designated areas We listen to all teachers on duty We respect others' property and ask permission before using We use music time to get ourselves ready for class	We respect each other's privacy We are quiet and sensible in the toilets We use water resources wisely We are in and out promptly We avoid using the toilet during learning time	We speak at an appropriate noise level We give each other personal space We use appropriate language when moving around the school We take only what is required for a lesson We are mindful of plants, walkways and other environmental resources	We ensure our devices are charged and ready for learning tasks We close all apps, programs and tabs that are unrelated to school We respect others' privacy We ensure honest and open use of devices

Minor and Major Behaviours

At ENPS, we are a community of safe, kind, and respectful learners. Our School-Wide Positive Behaviour Support (SWPBS) Matrix outlines our expected behaviours. Below are examples of unexpected behaviours, categorised as Minor and Major.

Minor Behaviours

Usually managed in the moment, by the staff that are present.

Not Following Instructions
Refusing to follow instructions, ignoring adults, or intentionally not completing your work.

Disrupting Learning
Calling out, distracting others, or seeking attention during learning time in a way that interrupts others.

Disrespectful behaviour
Using unkind words, talking back, teasing, or making inappropriate noises and actions that impact the learning or wellbeing of others.

Physically Unsafe
Touching, pushing, or making physical contact with others, even if it's not meant to hurt them.

Not Taking Care of Resources
Using resources without permission, throwing items, or damaging property.

Device Misuse
Using computers or devices without permission or not following classroom digital agreements.

Off Task Behaviour
Delaying starting work, wasting time, or using excuses like visiting the toilet or sickbay unnecessarily.

Mean on Purpose Behaviour
Saying or doing hurtful things to others, or intentionally excluding someone.

Response Consequence (Examples)

- Redirection
- Relocation Within Learning Space
- Loss of Privileges
- Teacher Conference
- Parent/Carer Notified

Major Behaviours

Usually escalated to school leadership, requiring further follow up.

Targeted Behaviour
Using words or actions that hurt someone based on their race, gender, culture, religion, or appearance.

Physically Hurting Others
Deliberately hitting, pushing, punching, kicking, or acting in a way that can physically harm someone.

Disrespectful Words
Using insulting, swearing or threatening words directed at others.

Bullying
Deliberate and repeated actions to harm, intimidate, or upset someone.

Unsafe Online Behaviour
Using websites or apps without permission, sharing personal information or posting mean or harmful messages online.

Leaving Without Permission
Leaving the classroom or school without permission.

Breaking or Stealing Things
Stealing property or damaging it in a way that cannot be easily fixed or replaced.

Dangerous Behaviour
Doing something that puts yourself or others at serious risk of harm.

Response Consequence (Examples)

- Restorative Conversation
- Time in Another Space
- Behaviour Support Plan
- Parent/Carer Meeting
- Leadership Involvement

Essendon North Primary School

Minor and Major Behaviours

At ENPS, we are a community of **safe**, **kind**, and **respectful** learners. Our School-Wide Positive Behaviour Support (SWPBS) Matrix guides us in understanding and demonstrating expected behaviours. As a staff, we are committed to maximising the potential of all learners. The flowchart below outlines our process for responding to unacceptable behaviours.

Responding to Minor Behaviours

Typically managed by the adult present.

Reinforce: Reinforce positive behaviours at a class level, utilising feedback and praise.

Redirect: Remind student of the expected behaviour.

Refocus and provide choice:
Provide two alternatives

- Demonstrate the preferred behaviour, OR
- a logical consequence within the learning space

Consequence: Immediate consequence applied as stated when providing choice.

Examples: *move seats, short time out, loss of privilege.*

Reflect: Provide positive feedback if behaviour is corrected or discuss behaviour and pre correct.

Responding to Major Behaviours

Typically require involvement from a member of leadership.

Does the student pose an immediate safety risk?

YES → **REMOVE RISK**

Remove: Remove immediate danger. This may include removing other students from the area.

Respond: Notify Leadership or the office. Support with de-escalation and co-regulation until leadership arrive.

Relocate and communicate: Relocate student to a safe place. Leadership will contact family as required.

Restore: Chronicle with details and response. (RED)

Teacher and leadership to facilitate restorative conversation.

Additional follow up as required.

NO ↓

RESTORE CALM

Removal: Remove the student from the classroom or yard.

Respond: Consult with Leadership/Wellbeing Team to determine next steps. Discuss the incident and decide on appropriate consequences.

Follow-Up: Discuss the behaviour and next steps with the student.

Implement any agreed-upon consequences.

Communicate with relevant staff and parents/carers. Record the incident in Compass.

Ready to Learn and Rejoin

Student given opportunity to re-enter the learning environment with a fresh start. Support a successful re-entry by modifying expectations and task entry points where appropriate, focus on strengths, positives and connection while demonstrating unconditional positive regard.

Engaging with families

Essendon North Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to work in partnership with parents and carers to support student learning and wellbeing

We work hard to create successful partnerships with parents and carers by:

- Ensuring that all parents have access to our school policies and procedures, available on our school website
- Maintaining an open, respectful line of communication between parents and staff
- Providing parent volunteer opportunities so that families can contribute to school activities
- Involving families with home learning experiences and other curriculum-related activities
- Involving families in school decision-making
- Coordinating resources and services from the community for families
- Including families in Student Support Groups and Learning Support Groups, and developing individual plans for students.

Evaluation

Essendon North Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students, to evaluate the effectiveness of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data, including the Attitudes to School Survey Data
- classroom-level wellbeing check-ins and surveys created and monitored by Classroom Teachers (such as Google Forms)
- incident data, including Chronicle Entries on Compass
- discussion and consultation with students and parents/carers
- school reports and tracking of academic achievement
- Parent Opinion Survey Data
- Student Support Group and Learning Support Group Meetings
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)
- Health and Wellbeing Key Contact (HWKC) Meetings with Student Support Services.

Essendon North Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon promptly, and any intervention occurs as soon as possible. Proposed amendments to this policy will be discussed with student representative groups, parents' groups, the Wellbeing Team, Essendon North Primary School staff and School Council.

COMMUNICATION
This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Included in our staff handbook/manual
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from the school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the department's policies at:

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES
The following department policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- Attendance
- Behaviour - Students
- Bullying Prevention and Response
- Child Safe Standards
- Digital Technologies - Responsible Use
- Equal Opportunity and Human Rights - Students
- Expulsions
- Koorie Education
- LGBTIQA+ Student Support
- Restraint and Seclusion
- Student Engagement
- Students with Disability
- Supporting Students in Out-of-Home Care
- Suspensions

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Action Plan - Aboriginal Learning, Wellbeing and Safety
- Bullying Prevention
- Child Safety Policy
- Child Safety Code of Conduct
- Complaints Policy
- Duty of Care Policy
- Essendon North Primary School Guiding Statements
- Inclusion and Diversity Policy
- Respect for School Staff

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- Bully Stoppers
- Report racism or religious discrimination in schools
- Kids Helpline
- ReachOut Australia
- Lifeline
- Bullying. No way!
- Student Wellbeing Hub
- eSafety Commissioner
- Australian Student Wellbeing Framework

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Essendon North Primary School on (03) 9379 3979.

POLICY REVIEW AND APPROVAL

Policy Last Reviewed	June 2026
Consultation	Junior School Council ENPS Wellbeing Team Mental Health and Wellbeing Leader School Improvement Team Meetings Whole Staff Child Safety Briefing ENPS School Newsletter School Council School Website
Approved By	Kate Barletta
Next Scheduled Review Date	June 2028 or earlier as required