

Appendix 2

EHPS Personal and Social Capabilities whole-school overview- 2018

Whole School	Program
All staff/students involved	School Wide Positive Behaviour Support (SWPBS) framework Starting Up, Starting Out Program (Years 1 – 6) Safe Schools – Protective Behaviours School Values program Circle Time ArtSEL Zones of Regulation (except Prep) Catching on Early Cyber Safety Program Restorative Practice Student of the Week Awards ArtSEL Awards Individual Learning Plans (ILPs), Behaviour Management Plans (BMPs) and Playground Plans as needed
Level	Program
Prep	Introduce EHPS values ‘You Can Do It’ Program Star of the Day/Week Peer Mediators Buddies ArtSEL follow up
Year 1	ArtSEL follow up Bucket Fillers Positive reinforcement
Year 2	Positive reinforcement Work with parents and encourage each student to treat people how they want to be treated Some classes use bucket fillers Make relationships the number 1 thing Year 2 meetings with children
Year 3	Have social chat to all children within the week Regular informal chat each week with parents of children with some difficulties Talk to children about your life (pets, children, hobbies) Grandmother, Principal Collaboration with parents Stop Think Do T.H.I.N.K
Year 4	Getting to know you games Who am I? – Poetry Collaboration with parents Stop Think Do T.H.I.N.K Acknowledge students by name in morning/saying goodbye Allow to sit next to a friend Favourite Pet & why Brain Gym Celebrate their achievements Praise effort & and identify explicit successes Forums for student input into playground rules

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Year 5/6	Acknowledge students by name in morning/saying goodbye Allow to sit next to a friend Peer Mediation Program Classroom leadership positions Feedback suggestion box Celebrate their achievements Praise effort & and identify explicit successes-wow walls, feedback LAMP
PSD	Build student trust Be available to listen Encourage to participate Praise good behaviour Adapt activity to promote confidence Listen when they need to be heard Develop social skills program Assist in writing behaviour plans PSD room open recess and lunch; programs include sensory, social & dance Create opportunities for PSD students to interact Encourage inclusion Assist children to make good choices Model appropriate behaviour Liaise with parents / cares Social skills groups - take part with PSD children Be inclusive to all students Encourage students to participate or have a go Talk to children Check that all is well while on duty outside Encourage conversation between students Reassure children they are safe Facilitate a positive social interaction Facilitate success in learning Listen without judgement Praise positive behaviour Respond to code green Run zones of regulation groups
PE	Teaching Personal and Social Responsibilities Sportsmanship building strategies
Specialists	Be a mentor Protective behaviours on excursions Checking in Provision of parent information around Child Safe Facilitate a positive social interaction Develop Leadership skills Create a sense of Community
Principal class & Leadership	Compliance with Child Safe Standards Accountability for curriculum provision e.g. ArtSEL, Social & emotional learning Involve parents in supporting children (when necessary) Smile at – Eye contact “Hello” to every child I can Tune into body language etc. to monitor Student wellbeing Trauma Informed Classrooms (Calmer Classrooms)