RATIONALE:
This policy outlines how Hampton Park Primary School attends to the needs of its students in reference to their engagement in learning, their sense of wellbeing and the strategies that will be used by the school to ensure an inclusive educational environment for every student.

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1. **School profile:**

Hampton Park Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Each teacher is a vital source of support and a great influence in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Our school aims to challenge all students to become persistent and creative learners who strive for excellence. We seek to promote our school values of respect, co-operation, friendliness and best effort in all curriculum and co-curricular activities, and in our daily operations.

At Hampton Park Primary School we place great importance on providing a rich, varied and challenging educational experience for our students.

To ensure that all students progress at their optimum level, teachers will implement our educational goals:

- Value each individual student in the classroom and understand their backgrounds, interests and perspectives
- Help every student succeed by understanding their individual learning needs and providing a program to support these needs
- Build strong literacy and numeracy skills in recognition of the importance these skills have in underpinning learning
- Value active involvement and have high expectations of all students
- Use assessment practices that reflect learning objectives and provide constructive feedback to the students which will drive future learning

Our motto: **Persistence Creativity Excellence** reinforces our aim of encouraging students to never give up, be flexible in their approach to problem solving and to strive for excellence in everything they do. Teachers focus on teaching and learning that will equip students with the ability to manage themselves and their relationships with others, understand the world, and become productive members of society.

We believe that given the right opportunity and support every child can learn and all teachers work hard to ensure that the achievement level of every student in every classroom will grow at a rate of two years in growth in one school year.

We are proud of our achievements in building a positive and supportive learning environment and
have recently introduced the KidsMatter program to maintain respectful and responsive relationships, build a practical understanding of positive mental health and wellbeing and to promote relationships and a sense of belonging.

Our values of Respect, Cooperation, Friendliness and Best Effort underpin everything we do and provide the basis for building a high level of connectedness within the Hampton Park Primary School Community.

A statement about the rights and responsibilities of all students and school staff is included at Appendix 1.

2. Guiding Principles
Hampton Park Primary School recognises the importance of a consistent approach to the implementation of curriculum programs and behaviour management approaches and as such we will:

- focus on establishing positive and respectful relationships within a learning community that provides multiple and diverse opportunities for students to experience success
- collaboratively develop and implement a fair and respectful whole-school behaviour management approach
- encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children
- embed our values into the curriculum to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement
- promote active student participation and provide students with a sense of ownership of their environment
- support families to engage in their child’s learning and build their capacity as active learners
- establish social/emotional and educational support for vulnerable students and monitor and evaluate progress
- have processes in place to identify and respond to individual students who require additional assistance and support
- build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students

3. Engagement Strategies
To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and
positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in Appendix 2.

4. Identifying students in need of extra support
Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families

5. Behavioural expectations
Shared behaviour expectations for students, parents/carers and school staff are detailed in Appendix 3 of this policy.

6. School Actions

Responding to challenging behaviour
Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education Student Engagement and Inclusion Guidance (see Appendix 4).

Discipline
Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student’s behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Time out of playground
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used**
Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

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

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

7. Engaging with families
The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The school will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families 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
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making when appropriate
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parents’ responsibilities for supporting their child’s attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Parent Code of Conduct.

8. Evaluation
Data collection and analysis
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 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 Department of Education databases such as CASES21 or SOCS

Review of this policy
This policy will be reviewed as part of the three year policy review process or more often if necessary due to changes in regulations or circumstances.

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school’s educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child’s learning.

 Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.
### Student Engagement Strategies

<table>
<thead>
<tr>
<th>Universal strategies</th>
<th>Targeted strategies</th>
<th>Individual strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Our school will deliver a broad curriculum in line with its motto – Persistence, Creativity, Excellence and educational values</td>
<td>• The school will provide a safe and engaging orderly learning environment</td>
<td>• Strategies to support attendance and engagement of individual students include:</td>
</tr>
<tr>
<td></td>
<td>• Teachers will monitor attendance rates</td>
<td>o Meet with student and their parent/carer to talk about how best to help the student engage with school</td>
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<tr>
<td></td>
<td>• Any student in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment</td>
<td>o Establish a Student Support Group.</td>
</tr>
<tr>
<td></td>
<td>• Our school will develop behavioural expectations for all members of the school community. These will be taught to all students and shared with their families</td>
<td>o Seek extra resources under the Program for Students with Disabilities for eligible students</td>
</tr>
<tr>
<td></td>
<td>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</td>
<td>o Develop a Behaviour Management Plan and/or Individual Learning Plan.</td>
</tr>
<tr>
<td></td>
<td>• All students will have the opportunity to participate in a social and emotional learning curriculum program “Bounce Back!” – Classroom Resiliency Program.</td>
<td>o Consider if any environmental changes need to be made, for example changing the classroom set up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Refer to internal support services eg Student Welfare Coordinator or Student Support Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Refer to external support services including Child First, Local Government Youth Services, Community Agencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Appendix 2</strong></td>
</tr>
</tbody>
</table>

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*Hampton Park Primary School - Student Engagement and Inclusion Policy*
## Shared Behaviour Expectations

<table>
<thead>
<tr>
<th>Engagement (participation in the classroom and other school activities)</th>
<th>Students</th>
<th>Parents/Carers</th>
<th>Principals/Teachers/ Other Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Friendliness</strong> – work and play safely and be a good friend to others</td>
<td></td>
<td></td>
<td>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</td>
</tr>
<tr>
<td>• <strong>Co-operation</strong> – following all instructions and work well with all members of the school community</td>
<td></td>
<td></td>
<td>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</td>
</tr>
<tr>
<td>• <strong>Best Effort</strong> - be the best you can be at all times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Respect</strong> – look after all people and property</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## Attendance

**All students are expected to:**
- attend and be punctual for all classes every day that the school is open to students
- be prepared to participate fully in lessons
- bring a note from their parents/carers explaining any absence/lateness

**Parents/Carers are expected to:**
- ensure that their child’s enrolment information and family contact details are correct
- ensure their child attends regularly
- advise the school as soon as possible when a child is absent
- account for all student absences
- keep family holidays within scheduled school holidays
- support their child’s learning during absences and work with the school to
- monitor their child’s school involvement and progress and communicate with the school when necessary
- Are informed and supportive of school programs and actively participate in school events/parent groups

**In accordance with legislation released March 1, 2014 the school will:**
- Proactively promote regular attendance
- mark rolls accurately each lesson
- follow up on any unexplained absences promptly and consistently
- require staff to make contact with parents on the 3rd consecutive day of an absence and provide work to be completed
<table>
<thead>
<tr>
<th><strong>Behaviour</strong></th>
<th><strong>Students are expected to:</strong></th>
<th><strong>Parents/Carers are expected to:</strong></th>
<th><strong>The school will:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>model the school's core values of respect, cooperation, friendliness and best effort</td>
<td>have high expectations of their child’s behaviour, an understanding of the school’s behavioural expectations and support the school by modelling these expectations to their children</td>
<td>deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</td>
</tr>
<tr>
<td></td>
<td>never physically or verbally abuse others</td>
<td>Communicate with the school regarding their child’s circumstances</td>
<td>employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focuses on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</td>
</tr>
<tr>
<td></td>
<td>take responsibility for their behaviour and its impact on others</td>
<td>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</td>
<td>consistently apply its Student Management Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</td>
</tr>
<tr>
<td></td>
<td>comply with all reasonable requests from staff</td>
<td></td>
<td>recognise that for some students additional support may be needed in the form of staged responses and will remain committed to working with families to reintegrate students after exclusion</td>
</tr>
<tr>
<td></td>
<td>acknowledge the rights of others to learn and understand that no student has the right to impact on the learning of others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Staged response checklist for student behaviour issues

#### Stage 1: Promoting positive behaviour and preventing behavioural issues

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and teach school-wide expectations for all</td>
<td></td>
</tr>
<tr>
<td>Establish whole school positive behaviour programs</td>
<td></td>
</tr>
<tr>
<td>Establish consistent school-wide processes to identify and support students at risk of disengagement from learning</td>
<td></td>
</tr>
</tbody>
</table>

#### Stage 2: Responding to individual students exhibiting challenging behaviour

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate)</td>
<td></td>
</tr>
<tr>
<td>Develop Behaviour Management Plan and/or Individual Learning Plan (involve parent or carer)</td>
<td></td>
</tr>
<tr>
<td>Consider if any environmental changes need to be made</td>
<td></td>
</tr>
<tr>
<td>Teach replacement behaviors</td>
<td></td>
</tr>
<tr>
<td>Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support</td>
<td></td>
</tr>
<tr>
<td>Establish a student support group</td>
<td></td>
</tr>
<tr>
<td>Implement appropriate disciplinary measures that are proportionate to problem behaviours</td>
<td></td>
</tr>
<tr>
<td>Consider out-of-school behaviour management options such as Student Development Centres (if available)</td>
<td></td>
</tr>
</tbody>
</table>
## Process for responding to breaches of Behaviour Expectations

<table>
<thead>
<tr>
<th>Rules</th>
<th>Classroom Teacher Responsibility</th>
<th>Sub school Leaders/Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall behaviour</td>
<td>Follow the school’s behaviour management steps outlined below for teachers:</td>
<td>Implement a staged response:</td>
</tr>
<tr>
<td>Students must:</td>
<td><strong>Behaviour Management</strong>&lt;br&gt;Have you tried?</td>
<td>• Speak with the student prior to taking further action&lt;br&gt;• Behaviour tracker and/or communication book&lt;br&gt;• Restorative conversation with affected parties&lt;br&gt;• Behaviour Management Plan&lt;br&gt;• Parent contact&lt;br&gt;• Student support conference&lt;br&gt;• In school suspension or withdrawal from playground or classroom programs&lt;br&gt;• Recommendation to externally suspend and referral to AP or Principal</td>
</tr>
<tr>
<td>• follow the school’s values</td>
<td>□ Identifying the behavior expectation the student has not followed in line with values&lt;br&gt;□ Talk to the child&lt;br&gt;□ Give a verbal warning&lt;br&gt;□ Remove child from activity to elsewhere in room&lt;br&gt;□ Give a distraction activity&lt;br&gt;□ Let the child get a drink or eat something&lt;br&gt;□ Give time in a quiet space to calm down&lt;br&gt;□ Do a quiet activity – read, draw&lt;br&gt;□ Talk the child through the problem and how to solve it</td>
<td></td>
</tr>
</tbody>
</table>
### Attendance and punctuality

- Students must be on time to all classes.
- Students who are late to school must report to the general office to get a late pass.
- Students who leave school early must have a note signed by their parents or parents have notified the office via phone or email.
- Families must ensure reasons for the absence have been communicated with the school.
- Notification from home (ie: signed note or medical certificate) must accompany all absences.
- Students must not leave the school grounds without permission.

<table>
<thead>
<tr>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>Send late students to office for a late pass</td>
</tr>
<tr>
<td>Speak to student about lateness issues</td>
</tr>
<tr>
<td>Contact family regarding lateness</td>
</tr>
<tr>
<td>Provide work missed due to absence or lateness, to be completed at home or through recesses</td>
</tr>
<tr>
<td>Discuss attendance issues with AP</td>
</tr>
</tbody>
</table>

- Speak to student about lateness issues.
- Ongoing lateness: develop an attendance plan in consultation with family.
- On the third day of an absence: Contact family to address issue of absence and provide work not completed due to absence.
- Long term attendance or lateness to be discussed in in on-going SSGs, letters home and in accordance with DET attendance guidelines.

### Uniform

- Students must adhere to the school uniform requirements.
- It is compulsory for all students to wear appropriate footwear at all times.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check uniform pass and if no pass, inform student to attend office for a uniform pass and detention</td>
</tr>
<tr>
<td>Contact parents regarding persistent uniform breaches</td>
</tr>
</tbody>
</table>

- Follow up class teachers or office concerns with on-going uniform issues.

### Bullying

- Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put in place strategies to improve uniform compliance – meetings with parents, sourcing uniforms from lost property, giving the student recess time in and/or extra yard duty if non-compliance is student decision</td>
</tr>
</tbody>
</table>

- Complaints investigated immediately and families notified.
- Restorative conversations to take place with those involved.
- Follow behaviour management guidelines and DET.
unwelcome or offensive to a person.

- Report to Sub school Leader and/or AP
- Consult Anti-bullying and Cyber-bullying policies for further actions arising

### Property and security

- Students are to respect all school property.
- Students must not enter classrooms, staff room or offices unless supervised.
- Students must bin all rubbish
- Students must return borrowed school material on time
- The school will not be responsible for loss of valuables brought to school
- Electronic devices must not be used without permission
- Mobile phones to be left at office before 9 am and collected after 3:20 pm
- Classrooms must be left neat and tidy
- Graffiti of any kind will not be tolerated

- Challenge behaviours around rights and responsibilities and impose action arising in accordance with restorative practices
- Confiscate iPod or mobile phone and take to General office
- Retain any evidence of graffiti and report to Principal Class

<table>
<thead>
<tr>
<th>After investigation, follow a restorative approach which may include –</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Replacement of items</td>
</tr>
<tr>
<td>• Payment of or towards replacement cost of items</td>
</tr>
<tr>
<td>• Contact parents for a SSG to discuss actions arising</td>
</tr>
</tbody>
</table>