Help for non-English speakers

If you need help to understand the information in this policy please contact the Hampton Primary School office on 9598 1412.

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.

Hampton 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 to create and maintain a safe, supportive and inclusive school environment consistent with our school's norms of Collaboration, Resilience, Aspiration and Integrity.

SCOPE

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

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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

1. SCHOOL PROFILE

Hampton Primary is situated in the bayside suburb of Hampton, 13 kilometres southeast from the Melbourne CBD. The school was established in 1913 and there are currently approximately 620 students enrolled from Foundation to year six with more than 50 staff. We have active community participation from our more than 400 families. The school fosters a caring atmosphere which is guided by our school Norms (values) of Collaboration, Aspiration, Integrity and Resilience. We have clearly defined expectations, where students can develop in a supportive and safe learning environment.

Our community works in partnership with the school in recognition that it is critical that this partnership is respectful, has a strong values base, is always student-centered and recognises that our core responsibility is optimising student learning.

We educate our students to be enthusiastic, curious learners who are respectful individuals and productive community members. Today's child needs to become a highly literate and numerate flexible student who will develop, thrive and contribute as tomorrow's adult by being a confident life-long learner.

We strive for excellence in academic achievement and promote the development of the whole child through a strong co-curriculum that highly values The Arts and active participation in sport. For staff we have a strong commitment to instructional coaching to promote professional conversations and to reflect on best practice.

The school Norms of Collaboration, Aspiration, Integrity and Resilience drive the proactive wellbeing and behaviour programs including the development of Norm based classroom Code of Conduct. The wellbeing approach and inquiry learning assist students to develop independence, confidence and resilience. Student leadership programs promote strong community connectedness with a variety of leadership roles in senior levels as well as a strong Student Representative Council and opportunities across the school for students to lead and participate beyond the classroom.

2. SCHOOL NORMS(VALUES), PHILOSOPHY AND VISION

Hampton Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our mission and model our Norms.

VISION - Hampton Primary School's vision is to develop lifelong learners that flourish and positively contribute to the world. We aspire to demonstrate a friendly, collaborative and inclusive environment where everyone feels supported and appreciated to share, respectfully challenge and trust each other.

MISSION - Hampton Primary School's mission is to be friendly, collaborative and inclusive. To create an environment where everyone is supported to share, respectfully challenge and trusts each other to create resilient, lifelong global learners.

NORMS

RESILIENCE: To draw upon strengths within yourself (Gratitude, Empathy, Mindfulness) and around you to overcome and flexibly respond to failure and life (stresses and unexpected or undesirable outcomes) while remaining true to yourself and others.

INTEGRITY: To take self responsibility and demonstrate good character and ethics by being respectful, honest, fair, compassionate and sincere to yourself and others.

COLLABORATION: To understand and act in ways where we embrace diversity to share and work together productively to achieve common goals where each member's contribution is valued and encouraged.

ASPIRATION: To seek to be better by having the desire, hope or ambition to challenge yourself to; grow in awareness, knowledge or skills, be supported to take risks and extend yourself to new limits, encourage learning from failure and achieve something personally meaningful.

3. WELLBEING AND ENGAGEMENT STRATEGIES

Hampton Primary School has developed a range of strategies to promote active engagement, 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.

Hampton Primary School recognises and values the diversity of our school community and seeks to ensure that all students feel a strong sense of belonging. We provide targeted support for students whose cultural, linguistic, gender, sexuality, disability or other individual circumstances may create barriers to engagement and participation. Supports are responsive to individual student needs and may include targeted learning support, wellbeing interventions, reasonable adjustments, family consultation, access to external services and inclusive curriculum and school-wide activities.

A summary of the Tier 1 Universal (whole school), Tier 2 Targeted (group specific) and Tier 3 Individual (one:one) engagement strategies used by our school is included below:

Tier 1 Universal (whole school) strategies include:

- high and consistent expectations of all staff, students and parents and carers
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Resilient Youth Survey data, parent survey data, student management data and school level assessment data
- implementation of instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- incorporating our school's Statement of Values, Norms (Collaboration, Aspiration, Integrity and Resilience) and School Philosophy into our curriculum and promoting these to students, staff and parents
- carefully planned transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies or by communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Strategic Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross age connections amongst students through the 'Buddy Program', sport and music programs.
- all students are welcome to self-refer to their class teacher, a specialist, School Nurse, School Psychologist, Year Level Coordinators, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
    - School Norms
    - Restorative Relationships
    - Upstanders
    - Peacemakers
    - Visible Wellbeing
- engaging in programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. social skills, anxiety management programs)

- providing opportunities for student leadership and inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- implementing structured buddy programs and peer support programs such as Peacemakers and Play Leaders
- having measures in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Tier 2 Targeted (group specific)

- Culturally and linguistically diverse students: Students from culturally and linguistically diverse backgrounds are supported through English as an Additional Language (EAL) programs and targeted learning support where required. The school works with families to understand students' cultural and linguistic backgrounds and to support their engagement and participation in learning. Where appropriate, the school provides access to translated information and interpreter services to support effective communication with families. The school promotes cultural inclusion through curriculum, celebrations, student leadership (eg. Intercultural Captains) and opportunities for students to share and value diverse cultural perspectives.
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- Gender and sexuality diverse students: The school is committed to ensuring students who are gender or sexuality diverse feel safe, respected and included. Staff respond to students' individual needs and work with students and families to develop appropriate supports where required. The school promotes inclusion and respect through curriculum and wellbeing programs and participates in initiatives such as Wear It Purple Day to promote understanding, inclusion and support for LGBTIQ+ young people. Any reports of homophobia, discrimination or harassment are responded to in accordance with school behaviour and wellbeing processes.
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Education Plan 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, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach (Calmer Classrooms) to working with students who have experienced trauma
- programs and incursions developed to address issue specific behaviour (i.e. social skills, anxiety management)
- opportunities for student leadership and inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs for foundation and year six, peers support programs including reading and maths buddies
- Play Leaders program designed to provide leadership training and opportunities by supporting identified students at risk
- social skills groups run by teachers, the school psychologist, Education Support staff
- resources available through Bayside Community Health, Bayside Council, School Focussed Youth Services etc and other community support groups
- Year 5 Upstander group (25 students) regular school meetings plus annual cluster project and bullying prevention forum

- 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

Tier 3 Targeted (Individual)

- Individual Education Plan (IEP) for students who require additional support or extension. Please refer to the IEP template for further information regarding specific criteria
- Behaviour Support Plan (BSP) for students demonstrating challenging behaviours - developed in collaboration with Allied Health professionals and parents.
- supporting students through the Disability Inclusion Profile
- establishing Student Support Groups, see: DET site
- referral to Student Support Services
- consulting with school psychologist
- referrals to appropriate external supports such as council based youth and family services, other allied health professionals, child and adolescent mental health services or ChildFirst
- referral to ChildFirst, BayCISS, School Youth Focussed Services, Orange Door
- key staff building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about best support and engagement strategies
- adjusting environment when appropriate and possible to support student situation

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- 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 an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students with a disability, in Out of Home Care of other complex needs that require ongoing support and monitoring.
- engaging with our regional Koorie Education Support Officers

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Hampton Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Class teachers, Leadership and the Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Hampton Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- Transition Statements provided by kindergarten teachers for enrolled future students
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- detention and suspension data
- engagement with families
- self-referrals or referrals from staff, parents or peers
- reports, assessment and advice from allied health and medical professionals

5. 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 model our school Norms and 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:

- participate fully in their educational program
- display positive behaviours that demonstrate 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 Policy.

6. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are grounded in our school's Statement of Values.

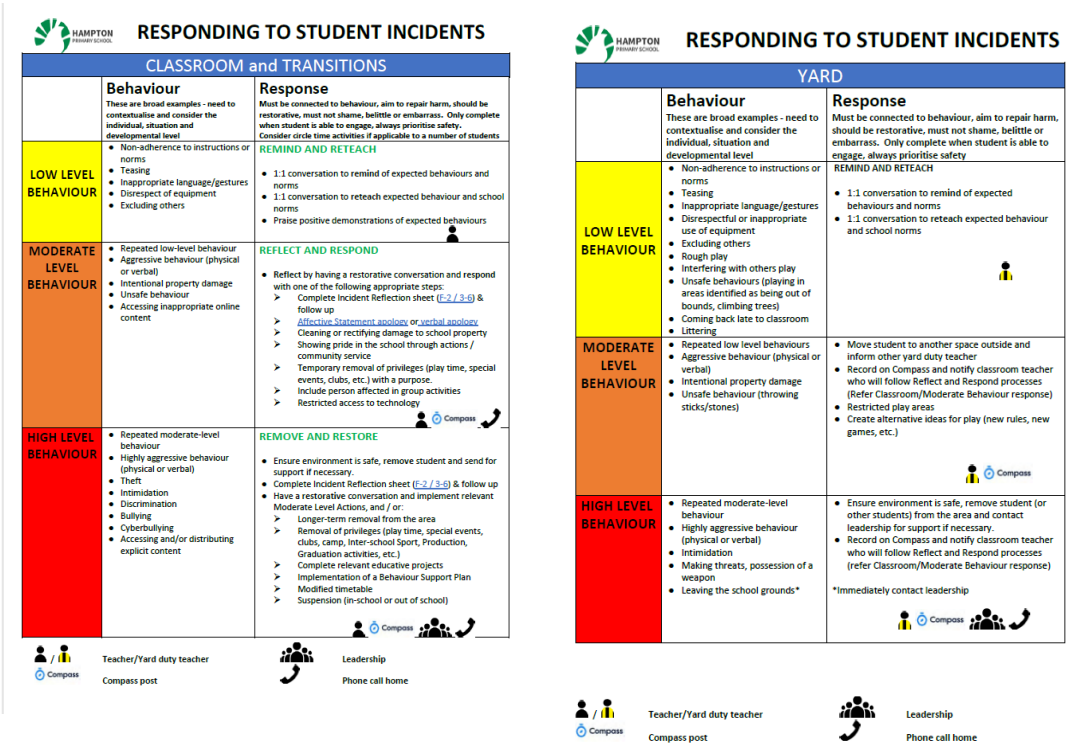
Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with Hampton Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Hampton Primary School will institute 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 considers, explores and implements positive 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.

Our whole school behaviour management response is designed to ensure consistency across the school to support teachers and students to have a shared understanding and consistent approach to managing student low and high level inappropriate behaviour. This information can be found in Responding to Student Incidences.



RESPONDING TO STUDENT INCIDENTS

CLASSROOM and TRANSITIONS

	Behaviour These are broad examples - need to contextualise and consider the individual, situation and developmental level	Response Must be connected to behaviour, aim to repair harm, should be restorative, must not shame, belittle or embarrass. Only complete when student is able to engage, always prioritise safety. Consider circle time activities if applicable to a number of students
LOW LEVEL BEHAVIOUR	• Non-adherence to instructions or norms • Teasing • Inappropriate language/gestures • Disrespect of equipment • Excluding others	REMIND AND RETEACH • 1:1 conversation to remind of expected behaviours and norms • 1:1 conversation to reteach expected behaviour and school norms • Praise positive demonstrations of expected behaviours
MODERATE LEVEL BEHAVIOUR	• Repeated low-level behaviour • Aggressive behaviour (physical or verbal) • Intentional property damage • Unsafe behaviour • Accessing inappropriate online content	REFLECT AND RESPOND • Reflect by having a restorative conversation and respond with one of the following appropriate steps: ➢ Complete Incident Reflection sheet (F-2 / 3-6) & follow up ➢ Affective Statement apology or verbal apology ➢ Cleaning or rectifying damage to school property ➢ Showing pride in the school through actions / community service ➢ Temporary removal of privileges (play time, special events, clubs, etc.) with a purpose. ➢ Include person affected in group activities ➢ Restricted access to technology
HIGH LEVEL BEHAVIOUR	• Repeated moderate-level behaviour • Highly aggressive behaviour (physical or verbal) • Theft • Intimidation • Discrimination • Bullying • Cyberbullying • Accessing and/or distributing explicit content	REMOVE AND RESTORE • Ensure environment is safe, remove student and send for support if necessary. • Complete Incident Reflection sheet (F-2 / 3-6) & follow up • Have a restorative conversation and implement relevant Moderate Level Actions, and / or: ➢ Longer-term removal from the area ➢ Removal of privileges (play time, special events, clubs, camp, Inter-school Sport, Production, Graduation activities, etc.) ➢ Complete relevant educative projects ➢ Implementation of a Behaviour Support Plan ➢ Modified timetable ➢ Suspension (in-school or out of school)

Teacher/Yard duty teacher / Compass — Compass post

Leadership — Phone call home

RESPONDING TO STUDENT INCIDENTS

YARD

	Behaviour These are broad examples - need to contextualise and consider the individual, situation and developmental level	Response Must be connected to behaviour, aim to repair harm, should be restorative, must not shame, belittle or embarrass. Only complete when student is able to engage, always prioritise safety
LOW LEVEL BEHAVIOUR	• Non-adherence to instructions or norms • Teasing • Inappropriate language/gestures • Disrespectful or inappropriate use of equipment • Excluding others • Rough play • Interfering with others play • Unsafe behaviours (playing in areas identified as being out of bounds, climbing trees) • Coming back late to classroom • Littering	REMIND AND RETEACH • 1:1 conversation to remind of expected behaviours and norms • 1:1 conversation to reteach expected behaviour and school norms
MODERATE LEVEL BEHAVIOUR	• Repeated low level behaviours • Aggressive behaviour (physical or verbal) • Intentional property damage • Unsafe behaviour (throwing sticks/stones)	• Move student to another space outside and inform other yard duty teacher • Record on Compass and notify classroom teacher who will follow Reflect and Respond processes (Refer Classroom/Moderate Behaviour response) • Restricted play areas • Create alternative ideas for play (new rules, new games, etc.)
HIGH LEVEL BEHAVIOUR	• Repeated moderate-level behaviour • Highly aggressive behaviour (physical or verbal) • Intimidation • Making threats, possession of a weapon • Leaving the school grounds*	• Ensure environment is safe, remove student (or other students) from the area and contact leadership for support if necessary. • Record on Compass and notify classroom teacher who will follow Reflect and Respond processes (refer Classroom/Moderate Behaviour response) *Immediately contact leadership

Teacher/Yard duty teacher / Compass — Compass post

Leadership — Phone call home

Parents will be informed about high level inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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

- Suspensions Policy
- Expulsions Policy
- Restraint and 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 and Training.

The Principal 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.

7. ENGAGING WITH FAMILIES

Hampton 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 be partners in learning with parents and carers in our school community.

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 homework 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 developing individual plans for students.

Hampton Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

8. EVALUATION

Hampton Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include the student survey data from Attitude To School Survey (ATSS), HPS student feedback survey data, incidents data, school reports, parent survey, Resilient Youth Australia Survey, Staff survey, Compass Pulse data including attendance and Chronicle data, CASES21.

Hampton Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from 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 of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

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

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

EVALUATION AND REVIEW

The Policy will be reviewed every 2 years or as determined by School Council or DET guidelines.

REVISION AND APPROVAL HISTORY

The section records the history and review of each policy.

Policy last reviewed	2026
Consultation	Consulted with School Council and the Wider School Community - ongoing via website
Approved by	Principal
Next scheduled review date	2028