HAMPTON PRIMARY SCHOOL

Student Engagement & Well-Being Policy

Produced in consultation with the school community

To be read in conjunction with Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

Updated August 2013

Principal: Sue Knight
Assistant Principal: Robyn Farnell
School Council President: Andrea Douglas
School Profile Statement

Hampton Primary School (HPS) is situated in a quiet Bayside suburb of Melbourne, 13km south east of the CBD. HPS opened in 1913 and has a strong tradition of community participation. Since that time it has been at the forefront of curriculum development in the local area. The school has fostered a caring atmosphere, within clearly defined expectations, where students can develop in a learning environment which is emotionally, socially and physically secure. It is well supported by School Council and parent groups, working bees, assistance in classrooms and a strong fundraising arm. Demographic data of population growth in its zone forecasts student numbers will be estimated at around 650 by 2015. This growth has seen an increasing diversity in cultural backgrounds and a rise in the number of students with English as a Second Language (ESL), students with a Language Background Other Than English (LBOTE) and students who have a Koori background. HPS has a relatively small percentage of families who receive Education Maintenance Allowance (EMA). Our School and student and family population comprises of:

- 9 EAL/ESL students
- 29 LBOTE students
- 3 Koori students
- 5 PSD funded students

HPS has continued to grow by at least one prep class each year since 2005. This correlates with the prediction that the percentage of population in the 0-5 age group will increase significantly over the next 3-5 years. The local Bayside Council area has three secondary colleges, seven primary schools and seven non-government schools and is conscious of the national trend of increasing enrolments in non-government schools. Currently in 2013, HPS has an enrolment of 625 students and demographic data suggests that HPS is growing steadily. We have 27 classes and the gender balance of enrolments is fairly even at most year levels with the exception of prep and year 3. We draw our preps from five local pre-schools. Approximately 30% of year 6 students enrol for year 7 at government secondary schools and the other 70% at non-government schools. HPS is a school of choice in our local community.

At HPS we are committed to building teacher capacity through a strong emphasis on Professional Learning (PL) for all staff focused on teaching and learning, and strengthening effective communication skills. Professional Learning Team (PLT) meetings, Learning and Teaching Research Action Teams (LTRAT) and PL workshops are scheduled regularly throughout the year. We have a very strong commitment to the Arts which is reflected in the ‘Arts Centre’, which includes art and music rooms and indoor and outdoor performing spaces. The hall adjoins these facilities and is used for dance and film performances, as well as by the ‘Out of School Hours Care’ and Bayside Council holiday programs, outside of the regular school hours. The library incorporates a story pit, teacher resources and a meeting room. Due to increased enrolments it has been necessary to use the library as a classroom at various times. An initial strategy to control the growing enrolment was for School Council to seek and enforce a local neighbourhood boundary. Although this strategy does manage future enrolments, it does not adequately address future facilities constraints. The HPS Council and the whole school community work in cooperation to maintain and improve both the school grounds and buildings. There are a variety of grassed and shaded areas that are landscaped and provide a safe and well-equipped area for children. There are two adventure playgrounds, handball courts, a recently resurfaced oval (with removable goals), an area for volleyball and a ¾ basketball/netball court (portable goals), a large shaded sandpit and a rotunda. Our facilities and grounds are well used by the community after school and at weekends.

In 2007 HPS applied successfully for funding from ‘Investing in Schools’ to address the growing needs of our enrolment. This grant was used to build a ‘Shared Learning Space’; this saw the combining of two original classrooms, a large corridor and a small storage room into what is now an open learning space. This space currently houses two year 1 classes and promotes shared practice between groups of teachers. This grant, along with locally raised funds, has ensured that during the past few years’ electronic whiteboards have been installed in most of the classrooms and banks of laptops, iPods and iPads are available for student use. The Building the Education Revolution (BER) project saw the development of more open learning spaces at HPS, including six classes, a large central flexible learning space and four withdrawal rooms, a teacher resource and teacher shared office area.
HPS’s staffing profile has changed significantly over the last five years. Presently there are 37 teaching staff and two principal class staff. 27 staff are classroom teachers, including three leading teachers and eight job share arrangements. We have six specialist staff and offer four specialist curriculum areas, which are LOTE (Spanish), Art, Music and Physical Education. The administration (Extra Support Staff) staff comprises two business mangers and two job share administration office managers. We currently have five students who receive PSD funding and three extra support staff as part time aides to assist these students. HPS offers a wide range of extra curricula programs, such as aerobics, Bollywood dance, boys dance, choir, string ensembles, music, drama and band. We also offer after school hours lessons for art, melodrama, and instrumental music. Camp Australia provides the HPS ‘Out Of School Hours Care Program’ to our growing school community. These programs not only enrich student lives, but also provide a variety of ways for each child to invest in our school community and build socially through non academic outlets.

The majority of families at students at HPS are professional, well-educated and have high expectations of the school and their children. A good quality education is important to our families and HPS is ranked amongst the higher performing schools in Victoria. We educate our students to be enthusiastic, curious learners, who know and understand themselves as individuals and productive community members. Today’s child at HPS needs to become a highly literate and numerate student who will develop, thrive and contribute as tomorrow’s adult. As 21st century learners our students need to become life-long learners who are creative, have entrepreneurial skills, effective users of multiple literacies, ICT savvy, and socially and emotionally competent. We strive for excellence in academic achievement and promote the development of the whole child through a strong curriculum program and a variety of co-curriculum opportunities.

HPS has focused significantly on developing an effective community of learners and the process of inquiry learning. We have been fortunate to have the support of Educational Consultant, David Anderson. David has assisted staff in creating a norm based classroom culture, the development of an inquiry learning model and building a highly valued professional learning culture unique to HPS. Peer and Instructional Coaching have been a focus to improve teaching practice through peer modelling and seeking feedback from colleagues. Under the guidance of Mathematics’ Educational Consultants we have been working over the past four years to further develop effective numeracy practice. The staff have also worked for the last five years on student engagement and wellbeing under the guidance of welfare consultants such as Jenny McKay (Behaviour Management Practices) and Margaret Armstrong (Restorative Practices). We have focused strongly on the importance of social and emotional learning as part of classroom programs and in the playground interactions. Teachers include daily ‘circle time’ to build student-student and student-teacher relationships and we have introduced student ‘Peacemakers’ in the playground as part of our restorative practice approach. The Peacemakers (year 6 leaders) help their peers to sort out smaller playground issues. Teachers are highly skilled in utilising the restorative chat model. We have conducted many parent workshops so that the school community has a whole school approach to student wellbeing, underpinning our belief that ‘it takes a village to raise a child’.

Students at HPS have achieved well in all measures of Literacy and Numeracy over time. This includes teacher judgement as well as the State and National testing programs such as NAPLAN. HPS continues to provide an excellent education for all students. We provide an intensive ‘Reading Recovery’ program and English as an Additional Language (EAL) sessions, Levelled Literacy Intervention program (LLI) and Fast ForWord online program as additional support to classroom programs. The school provides a variety of programs that cater for a variety of learning styles, student needs and ambitions.

The school sees parents as vital partners in the educational process and seeks their active participation in the school. HPS is part of a larger network of public schools across Bayside suburbs which collectively work to improve all students learning. We focus on building teachers and leaders’ capacity and celebrate the work of schools and their communities at a local network level.
Whole School Prevention Statement

HPS has a core purpose to encourage a sense of belonging to the community, to promote well being and to educate independent learners who achieve personal excellence. Students at HPS are nurtured in a safe and secure environment where they are valued for their individuality and diversity. We offer an educational setting that allows and encourages the full participation of students. Throughout the school, high standards of behaviour are expected. Our students have the right to be treated with respect, courtesy and kindness, regardless of age, appearance, gender, social and academic abilities, cultural or religious backgrounds, and to learn and play without the disruptive influences of others.

The School values include integrity, trust, respect, acceptance, optimism, team work, lifelong learning, commitment and friendliness. They are celebrated and referred to on an ongoing basis and underpin the beliefs of the whole school community. HPS’s belief is that ‘today’s child, tomorrow’s adult’ will develop resilience, empathy, value family and believe in self and in others. This conviction is widely promoted and embedded through the provision of many practices and programs across the entire school. This philosophy underpins our beliefs, practices, curriculum programs and school structures.

The School’s vision and values are integral to HPS’s development of today’s child into tomorrow’s adult. Today’s child at HPS needs to become a highly literate and numerate student who will develop, thrive and contribute as tomorrow’s adult. This will be achieved by becoming a life-long learner who is: happy and healthy, resilient, self-aware, persistent, passionate, accepting of challenge, open-minded, adaptable, purposeful and hopeful. Today’s child, tomorrow’s adult will be: multi-skilled, creative, technologically empowered, a problem solver, a critical thinker, an effective communicator, a productive and collaborative worker, respectful when building relationships, a community contributor and a global thinker. HPS is committed to the provision of a safe and secure environment with inclusion at the fore.

Recent Student Attitudes to School Survey results indicate that wellbeing and safety factors have continued to improve over the past few years at HPS. As a result, we will continue to focus on developing the social and emotional skill capacity of our students. With a strong focus on restorative practices we aim to build positive behaviours, culminating in students developing resilience and the ability to take responsibility for their own actions and emotional wellbeing. This will be fostered in a caring, supportive, empathetic and safe environment. Consistent with these aims, we would like to focus on maintaining or further improving the reasonably high scores attained in the ‘Attitudes to School Survey’ trend data over the past five years for the variables of classroom behaviour, connectedness to peers and student safety. A recently acquired ‘Bully Stoppers Grant’ (a joint Department of Health and DEECD initiative) will assist us to continue to build the capacity of the students in anti-bullying skills and strategies. A further measure will be to see an improvement in the parent survey results in student engagement and safety, school connectedness and student motivation. Professional learning will continue to be an important element in supporting the school goals and priorities in the student wellbeing area.

We currently provide a strong ‘Start Up’ program at the beginning and middle of our school year and a comprehensive whole school transition program. We are about to start the journey towards becoming an accredited ‘Kidsmatter’ school supported through the DEECD ‘Bully Stoppers’ initiative grant. We have plans to participate in a joint project with Brighton Beach Primary School to look at “Take a stand lend a hand”. This is a proactive bullying prevention program where students will have a voice against bullying and share practical strategies and ideas to stamp out bullying in our schools and local community through raising awareness and taking action.

A further aim is to improve student attendance. Currently our students have more days absent than students at schools with similar demographics. A review of absences indicated that as many days are lost due to extended family holidays as are attributed to student illness. The State-wide campaign of ‘It’s not OK to be away’ will continue to be pursued at our School in line with DEECD expectations.

HPS has an inclusive approach to education. The School supports a small group of students in receipt of a disabilities allowance and holds regular student support meetings with their families.
Student Wellbeing:

HPS has a proactive approach to student health with the continued provision of a Level 2 First Aid trained staff member and First Aid officers. In addition, the School ensures up to date training of staff to effectively manage students with anaphylactic and asthmatic reactions. All Staff complete an annual CPR course and anaphylactic certification. HPS is a registered Asthma Friendly school. The School promotes SunSmart behaviours through the wearing of broad brimmed hats from September to April inclusive, as well as promoting the wearing of hats for camp and excursions, especially outdoors. We have 2 school nurses who work from approximately 10.30-3.00pm each day ensuring that students’ wellbeing/health needs are being addressed.

The foundation of a positive school culture is nurtured by active participation of all members of the school community so they feel valued, safe and secure. They are provided with meaningful ways to contribute to the school and have every opportunity to meet their educational and personal potential. A vital component of HPS’s approach to prevention is teaching positive behaviours, the use of restorative practices and the use of logical consequences to address appropriate and inappropriate behaviour. The School Council and leadership team regularly consult with parents/carers, students, support agencies and broader community groups to ensure we are responsive to the whole child and their complete needs.

The HPS positive school culture is also based on student engagement being the foundation for learning. To support this philosophy the entire staff are actively involved in developing effective classroom practice to ensure pedagogy and curriculum engages all students by responding to and recognising their diverse individual needs. At HPS we strive to build effective relationships, develop deep pedagogical understandings, and focus on improved teaching and learning practices in an effort to establish a professional community of life-long learners. An inclusive curriculum incorporating the AusVELS and the eS Instructional model ensure teaching and learning practice is in line with and effectively meets the needs of the 21st century student. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted through a commitment to professional learning. School structures such as Teaching and Learning Action Research teams and P-2 and 3-6 Professional Learning Teams as avenues for teacher learning and professional dialogue and discussions - ‘learning talk’ (Dalton and Anderson) also contribute to this philosophy.

Students have a number of opportunities to be involved in decision making and leadership at the School. Both a Senior and Junior School Council operate and these groups include representatives from all classes (year P-6) and it is these groups which take action at a school and local level. An extensive leadership program operates for senior students who serve as leaders in many areas across the school. Regular assemblies are held and students take the key leadership roles on these occasions. At a classroom level, class norms, agreements and expectations are set and forums such as circle time and class meetings are in place to discuss various issues that arise. Students at HPS have various opportunities for input into their educational experience, including their physical learning environment and a voice in inquiry planning, which provides them with a sense of ownership and belonging thus allowing them to feel safe in the environment they have created.

Parent Involvement:

Parents are provided with many opportunities for involvement. There are a number of formal committees and management structures operating. School Council and associated committees manage and participate in a range of areas. An active Parent’s Association meets regularly and organises a range of social and fundraising activities. Parent helpers work in classrooms. Parent co-ordinators run class functions. Parent forums offered at the school such as the allergy awareness group provide another way in which parents can continue to be informed and actively participate.
Staff Consultation:
The staff have a variety of avenues for open consultation. They attend morning briefings; meet as a whole group for Professional Learning and smaller groups as Professional Learning and Level Planning Teams. We have a consultative committee that meet regularly throughout the year. Each of these forums provides teachers with an avenue to raise questions and learn and discuss issues concerning the School. In addition, teachers have roles and responsibilities which enable them to lead in many select areas of school life. Some staff are active members of the leadership team or choose to play roles on School Council, SC sub-committees or the consultative team, which consults on a range of workplace issues according to the agreement. The intranet provides another form of communication and encourages participation via discussion groups for consultation on various school operational, educational and administration matters.

School-wide Positive Behaviour Support and Prevention Programs:
At HPS we work together as a whole school community to ensure a preventative school culture by providing programs and practices such as:

- *It’s Not Ok To Be Away* – pro-active DEECD attendance program;
- *Friendly Kids Friendly Classrooms* - Helen Mc Grath;
- Friendship Captains;
- Environmental Captains;
- Students as Leaders Program;
- School Captains and Youth Ambassadors – young leaders and community group
- establishment of a ‘Student Wellbeing Peacemaker Team’;
- *Start- up Program* - (setting a positive school and classroom climate including development of norms and expectations at the beginning of the school year);
- *Friend for Life, Bully Stoppers and Kidsmatter programs*;
- development of ‘HPS School Student Behavioural Management Procedures’ – HPS agreed practices based on Professional Learning from Jenny McKay’s pro-active behaviours and Restorative Practices (Margaret Armstrong);
- development of Whole School Student Wellbeing and Management procedures;
- Establishment of a Staff Student Wellbeing/Social and Emotional Learning Team; and
- K-P, 6-7 and whole school transition Programs.

Our School Strategic Plan (SSP) and associated Annual Implementation Plans (AIP) have student wellbeing as a priority area; school goals and targets are closely aligned with the importance of this as integral to learning. Extensive Professional Learning that has been committed and undertaken by staff in relation to wellbeing depicts our genuine commitment to not only continual school improvement and raising student learning outcomes, but the promotion of student engagement, self-esteem/self-worth, confidence and emotional stability and support which is paramount to learning.

Regular Attendance:
HPS recognises that full attendance is a key to engagement and allows schools to maximise every student’s ability to learn and teacher’s ability to teach effectively. The School has actively embraced ‘It’s Not Ok to Be Away’ (as cited above.) Our approach and recent practices of utilising the ‘student mapping tool’ has helped the administration staff and Assistant Principal to ensure that student attendance is monitored effectively in ‘real time’.

Intensive Literacy and Numeracy Blocks:
HPS’s dedication to the ideals underpinning the DEECD Early Years and Middle Years of Schooling phases is evident through our commitment to scheduling team block planning time and promotion of uninterrupted literacy and numeracy blocks for all levels at least 4 times a week. HPS has implemented literacy and numeracy improvement strategies as part of the school improvement agenda outlined in the School Strategic and Annual Implementation Plans.

Inquiry learning is an approach that is based on the investigation of questions, scenarios or problems - often assisted by a facilitator. Inquirers will identify and research issues and questions to develop their knowledge or find solutions. Inquiry learning can include problem-based learning and is generally used in small scale investigations as well as research. Emphasis is given to the learning journey process not the end product. Students build the skills and attitudes they need to be genuine inquirers.
Restorative Practices and School Wide Positive Behaviour Support:
HPS has introduced the ‘Restorative Practices Model’ to encourage engagement, self-responsibility and independence, as well as to build pride and respect in each individual student.

This has been extended into the classrooms and is the basis for respectful communication, relationships and how to respond pro-actively to behavioural issues. To further build on this, we have formed a partnership with Margaret Armstrong to strengthen our restorative practices as an effective framework for student well-being and management across the School. We have formed a Student Wellbeing/Social and Emotional Learning Team to oversee the implementation of the Student Engagement Guidelines and Policy, as well as analyse data from the staff, student and parent surveys and make recommendations to the leadership team and staff.

We have a dedicated focus on the importance of professional learning and development of partnerships with educational consultants as critical friends. We will continue to enhance our restorative practices through our professional partnership with Margaret Armstrong.

Restorative Practices - pro-active playground behaviour management approach:
Our school is committed to the use of restorative practices with students. Restorative practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999);
- promote awareness of others, responsibility and empathy (Hopkins 2002);
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b);
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001);
- separate the deed from the doer (Marshall et al. 2002);
- are systematic, not situational (Armstrong 2004); and
- are concerned with establishing or re-establishing social equality in relationships, that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied (Morrison 2002).

When working with students a teacher may use the following questions as a start to the conversation they have with children to resolve issues.

<table>
<thead>
<tr>
<th>When things go wrong</th>
<th>When someone has been hurt</th>
</tr>
</thead>
<tbody>
<tr>
<td>o What happened?</td>
<td>o What did you think when you realized what had happened?</td>
</tr>
<tr>
<td>o What were you thinking at the time?</td>
<td>o What impact has this incident had on you and others?</td>
</tr>
<tr>
<td>o What have you thought about since?</td>
<td>o What has been the hardest thing for you?</td>
</tr>
<tr>
<td>o Who has been affected by what you have done? In what way?</td>
<td>o What do you think needs to happen to make things right?</td>
</tr>
<tr>
<td>o What do you think you need to do to make things right?</td>
<td></td>
</tr>
</tbody>
</table>

During 2008-9 HPS formed a partnership with Behavioural Management Educational Consultant Jenny McKay to develop a common set of pro-active classroom practices and concentrate on the language to use with students across the school.
Some of the practices continue to be used and include:

- ‘Coat of Many Colours’- Professional Reading – Strategies school wide for pr-active planning for positive behaviour;
- TFBS (Teacher Friendly Behavioural Strategy) used at PLT meetings as team support for behavioural issues;
- Circle Time - classroom meetings;
- Feelings Acknowledgement Time - addressing the Hidden curriculum to start each school day; and
- The ‘Egg’.
**Professional Learning:**
Teacher Professional Learning is given high priority at HPS to ensure the strategies and approaches adopted are implemented with integrity. At present a focus has been on the areas of Mathematics, Speaking and Listening, Learning Talk, Inquiry and Student Wellbeing. We are also concentrating on Professional Learning and education forums for parents in relation to cyber-bullying through working with other Bayside network schools to provide parent education opportunities. We will continue our partnership with Educational Consultant David Anderson (PLOT) from ‘Hands on Consultancy’.

David’s philosophies and practices also focus on building a vibrant and effective learning community that focuses strongly on engagement and wellbeing at the core. His ideals and practices promote the creation of a positive and engaging classroom and the importance of building trust to be able to develop and maintain positive professional relationships across the school. He emphasises the importance of understanding students of the 21st century, their needs and fears and the effective practices that will successfully engage students. In addition, David also focuses on communicating the importance of the development and maintenance of a norm based classroom for building a successful learning community. David has worked with us to develop the following practices:

- peer coaching/observation and inquiry learning practices;
- developing norms and behavioural expectations for whole school-staff and classrooms;
- building resilience, independence and self-responsibility;
- PLT charters – ‘codes of conduct’ and operation expectations for team meetings;
- development of a HPS inquiry learning model and associated practices;
- importance of professional readings and learning for understanding best practice; and
- the ‘Art of Facilitation’ – teachers as facilitators of learning for self and others.

**Inclusion, Wellbeing and Transitions:**
Presently, a year 6 and prep buddy system operates, cross age tutoring is used extensively for reading and for playground wellbeing issues. Other student buddy programs across levels are being investigated. The plan is to extend the buddy program further to include a year 3 & 4 and years 1 & 2 program which is currently being discussed by the Student Wellbeing/S&EL Team. A revised buddy program will be more formally developed and implemented as part of our focus on implementing the revised Student Engagement and Wellbeing Guidelines and Policy (2013) during 2014.

The program:

- whole School Transition program (conducted across the school celebrating moving from level to level within the school);
- K-P and Year 6-7 Transition practices and programs – story time – a pre-prep transition; and
- development of an ongoing partnership with local Secondary college- Transition, Student Leadership Program and participation in joint project initiatives e.g. Bully Stoppers and Student Leaders Leadership Conference.

A close relationship has been established with the Bayside Council, Alfred CYMHS (Child and Youth Mental Health Services) and DEECD (Department of Education and Early Childhood Development) SSSO’s (Student Support Service Officers) who are also active members of the HPS school community. Currently we have shared access to a Speech Pathologist and School Guidance officer as part of the DEECD SSSO service.

**HPS Restorative Practice Response:**

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning, known as a ‘restorative chat’.
- More serious incidents will require a more formal restorative session that involves the Student Wellbeing Leader (Assistant Principal), Principal, and Leading Teachers and if necessary, the Guidance Officer and all persons affected by the incident. The response will be documented.
- There may be situations where a formal conference is required involving the before mentioned people, as well as parents and other support persons (Student Support Group). Any imposed consequence will be imbedded in the restorative process and will be focused on repairing the harm to those people who are affected and in addition, follow up procedures and continual monitoring will be put into action.
Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a further Student Support Group to devise strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community and the completion of an Individual Behaviour Management Plan for the student.

The fundamental concepts of Restorative Practice include an understanding of violation of people and relationships, resultant obligations and liabilities, restorative justice to heal and put things right, seek to understand another’s perspective, as well as developing empathy with the victim/s.

These fundamental concepts have restoring relationships at the core. Restorative Practice is based on an old common sense understanding of wrongdoing and the underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right. The healing of the relationship invariably concerns all those connected to or affected by the wrongdoing thus allowing everyone to begin their journey to belonging.

**Rights and Responsibilities**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

At HPS we believe that forming a positive relationship between students and teachers is an essential part of ensuring that our school is a welcoming and secure environment in which to learn. HPS has always been known for its strong and active community. In this way, each classroom in the school creates its own community where students are welcomed and nurtured to achieve excellence as stated in our school vision. Each member of a community has rights and responsibilities in order for the community to function effectively. Listed is a table outlining the rights and responsibilities and these have formed the basis of consultation across the community. HPS believes that we should actively teach students that engagement in learning, full attendance and whole school behavioural expectations, create a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. HPS’s Anti-Bullying Policy has developed Rights and Responsibilities in consultation in with the community and is reviewed and ratified by the School Council annually.

**Rights and Responsibilities of Students:**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambitions;</td>
<td>• participate fully in the school’s educational program and attend regularly;</td>
</tr>
<tr>
<td>• participate fully in the school’s educational program and have their opinions/views acknowledged;</td>
<td>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community;</td>
</tr>
<tr>
<td>• be valued, respected and treated with fairness as individuals; expect a learning program that meets their individual needs and respects student diversity.</td>
<td>• behave in accordance with school and class norms and take responsibility for their actions;</td>
</tr>
<tr>
<td></td>
<td>• demonstrate respect for individual differences and the rights of others, including the right to learn;</td>
</tr>
<tr>
<td>Rights</td>
<td>Responsibilities cont.</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| • contribute to an engaging educational experience for themselves and other students, and support the views of others;  
• seek and actively participate in student decision making forums and meetings;  
• be encouraged and supported by staff and parents to take greater responsibility for their own learning and participate as active members of the school community;  
• develop as individual learners, who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals;  
• actively participate in program that is differentiated to meet their diverse needs | |

### Rights and Responsibilities of Parents/Carers:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Parents/Carers have a right to:  
• expect that their children will be educated in a safe, secure and happy learning environment in which care, courtesy and respect for the rights of others are encouraged;  
• expect a positive and supportive approach to their child’s learning and to be kept up to date with learning practices and expectations;  
• expect communication and participation in their child’s education and learn to share the journey and passion with their child/children;  
• to feel welcome and confident that diversity and individuality is tolerated and celebrated - for themselves and their child/children;  
• to be treated fairly with respect and manners and provided with avenues to express opinions. | Parents/Carers have a responsibility to:  
• promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours and shared responsibility;  
• ensure their child’s regular attendance and provide appropriate support, including correct learning materials as required;  
• engage in regular and constructive communication with school staff regarding their child’s learning by seeking information through a variety of forums;  
• support the school in maintaining a safe and respectful learning environment for all students and support students at home;  
• participate in the partnership and school decision making forums through the various avenues provided;  
• comply with school administrative procedures, policies and documentation requirements;  
• demonstrate inclusive behaviours and as helpers in the school environment show respect for individual needs and differences;  
• behave in a respectful and ethical manner (as a role model for our child/children) when dealing with others in the school community. |
### Rights and Responsibilities of Teachers:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to;</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an orderly, safe, well resourced, enjoyable and cooperative environment;</td>
<td>• build positive relationships with students, colleagues and parents/carers as a basis for engagement, learning and creation of a positive school learning community;</td>
</tr>
<tr>
<td>• be trusted, valued, respected and supported individually and professionally, by the whole school community;</td>
<td>• use and manage the resources of the school to create stimulating, safe and meaningful learning programs;</td>
</tr>
<tr>
<td>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student;</td>
<td>• implement the standards of professional practice consistently i.e.,</td>
</tr>
<tr>
<td>• be involved in school decision making processes;</td>
<td>o know how students learn and how to teach them effectively;</td>
</tr>
<tr>
<td>• have access to professional learning opportunities to grow as professionals.</td>
<td>o know the content they teach and differentiate learning;</td>
</tr>
</tbody>
</table>

### Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the Act it is unlawful to discriminate against a person on the basis of the following attributes:

- age;
- Breastfeeding;
- gender identity;
- impairment;
- industrial activity;
- lawful sexual activity;
- marital status;
 parental status or status as carer;
 physical features;
 political belief or activity;
 pregnancy;
 race;
 religious belief or activity;
 sex;
 sexual orientation; or
 personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006:

The Charter sets out a list of 20 rights that reflect the following four basic principles:

 Freedom
 Respect
 Equality
 Dignity

The Charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

 The right not to be discriminated against;
 The right to privacy and reputation;
 The right to freedom of thought, conscience, religion and belief;
 Cultural Rights.

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

 Encourage compliance with the Charter;
 Support others to act compatibly with the Charter; and
 Respect and promote human rights.

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance website.

Students with Disabilities:

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

 the nature of the student’s disability;
 his or her preferred adjustment;
 any adjustments that have been provided previously;
 any recommended or alternative adjustments.
This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum;
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers;
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers; and
- any financial incentives, such as subsidies or grants available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

**Bullying and Harassment**

**Definitions:**

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is a pattern of behaviour by one person or a group towards others which is designed to hurt, injure, embarrass, upset or cause discomfort. It can be:

- physical aggression;
- the use of put-down comments or insults;
- name calling;
- deliberate damage to the person’s property or reputation;
- deliberate exclusion from activities;
- the setting-up of humiliating experiences.

(from "Friendly Kids, Friendly Classrooms" by Helen McGrath)

Bullying is different from simple social rejection, one off aggression/nastiness and mutual conflict.

Bullying is a repeated unjustifiable behaviour that may be physical, verbal and/or psychological that is intended to cause fear, distress or harm to another. It is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist. Bullying occurs to some extent in all schools.

The effects of bullying on both the student being bullied and the student engaging in the bullying behaviour, show a need for intervention in the social skills development in young children and the need for the creation of safe environments.

Bullying can be both direct (open and overt) and indirect (covert). Typical examples are physical bullying, practical jokes, name calling, using email, notes and phones to send abusive material, deliberate reputation damage through rumour and exposure, deliberate and repeated social exclusion, property damage etc.

At HPS we have a strong commitment to prevent and minimise bullying and putdowns in the school. We are committed to the use of a combination of many approaches as we believe there is no one simple strategy to achieve a safe and harmonious environment.
Cyberbullying:

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat rooms, discussion groups, online social networking, instant messaging or web pages. It can also include bullying through social and digital technologies such as email, SMS, Facebook, Instagram etc. It may involve text and/or images (photos, drawings).

Examples of cyberbullying behaviour are:

- teasing and being made fun of;
- spreading of rumours online;
- sending unwanted messages and pictures;
- defamation.

The widespread availability of the internet provides unprecedented opportunities to communicate and learn. Whilst most people use the internet as a powerful tool for communication and education, some individuals use the power of the internet for purposes such as posting quite personal information and for bullying and harassment. We can minimise the harm that such individuals do by teaching students how to use the internet safely and responsibly. The term ‘cyber ethics’ refers to a code of safe and responsible behaviour for the internet community. Practising good cyber ethics involves understanding the risks of harmful and illegal behaviour online and learning how to protect internet users from such behaviour. It also involves teaching young people, who may not realise the potential for harm to themselves and others, how to use the internet safely and responsibly.

Recommendations for staying safe while using the internet at home and at school include:

- talk to an adult immediately if you see something you are not comfortable with;
- be open and honest with mum and dad about your internet usage;
- talk to mum and dad about your different online experiences, the good and the bad;
- tell mum and dad if anyone online makes you feel uncomfortable or scared;
- don’t give out personal details;
- use advanced search to narrow results;
- use internet content filters;
- don’t chat to people you don’t know;
- don’t open unexpected email attachments;
- don’t follow email links you are not expecting;
- don’t follow email links that request personal details;
- use an email junk-mail filter and anti-virus software.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people, such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Cyberbullying is being involved in online spaces, either at home or at school, and requires students to behave responsibly. This includes:

- the language you use and the things you say;
- how you treat others;
- respecting people's property (e.g. copyright);
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger');
- selecting appropriate spaces to work and contribute;
- protecting the privacy of others (this can be sharing personal information or images);
being proactive in letting someone know if there is something 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- tell the person you don’t like what they are doing and that you want them to stop;
- discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

The effects of harassment or bullying include:

- poor health – anxiety, depression;
- lower self esteem;
- reduced study performance;
- missed classes, social withdrawal;
- reduced career prospects.

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (the most common)**

They include:

- offensive staring and leering;
- unwanted comments about physical appearance and sexual preference;
- racist or smutty comments or jokes;
- questions about another’s sexual activity;
- persistent comments about a person’s private life or family;
- physical contact e.g. purposely brushing up against another’s body;
- offensive name calling.

**Explicit: (obvious)**

They include:

- grabbing, aggressive hitting, pinching and shoving etc;
- unwelcome patting, touching, embracing;
- repeated requests for dates, especially after refusal;
- offensive gestures, jokes, comments, letters, phone calls or email;
- sexually and/or racially provocative remarks;
- displays of sexually graphic material – pornography;
- requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as:

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving;
- publicly excluding a person from your group;
- taking or breaking a person’s property;
- knocking a person’s books or belongings out of their hands or off their desk;
- teasing a person because of their looks.

HPS has developed an ‘Acceptable Use Agreement for the Social Learning Media, Internet and Digital Technologies policy’ as part of the overall commitment to keeping students safe in an online world as 21st century learners.
Shared Expectations

The HPS learning community works together to create an environment in which the following qualities are valued and developed. These ‘norms’ have been co-created to foster an effective learning community.

HPS has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences. This process is undertaken at the beginning of each year. The expectations are intended to be positive and set out the appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences.

We have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success and strive for excellence.

The School Values are: integrity, trust, respect, acceptance, optimism, team work, lifelong learning, commitment and friendliness.

The school’s values are based on the Australian Government’s nine values, for Australian schools, which are:

Care and Compassion:
- care for self and others.
Integrity:
- act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds.
Doing Your Best:
- seek to accomplish something worthy and admirable, try hard, and pursue excellence.

Respect:
- treat others with consideration and regard, respect another person’s point of view.
Fair:
- pursue and protect the common good where all people are treated fairly for a just society.
Responsibility:
- be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
Freedom:
- enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

Understanding, Tolerance and Inclusion:
- be aware of others and value different cultures, accept diversity within a democratic society, being included and including others.

Honesty and Trustworthiness:
- be honest, sincere and seek the truth.

Our School Staff Norms are:
- Respect
- Honesty
- Compassion
- Balance
- Humour
In practice our norms and values ensure that:

- the classroom is a place where we actively participate and strive for personal best;
- the way we behave shows we are proud of our school, ourselves and our family;
- we strive for excellence and try our personal best in everything we do;
- we treat others as we would like to be treated;
- we work, learn and play in an environment of mutual respect;
- we value individual and collective diversity;
- we play and work safely at all times;
- we take responsibility for our own behaviour understand the logical consequences that follow;
- we are responsible for our learning and the learning of others Team Responsibilities;
- we will endeavour to be self-motivated learners;
- we take care of our own and others personal property and space.

School expectations include:

- accessible educational provision for all students – students with disabilities and specific learning needs will be welcomed into our community;
- parent/carer partnerships and liaison – open communication with parents or carers of children will be encouraged;
- community partnerships which engage families and the community in ways that support student achievement and success – HPS maintains many links with local community organisations;
- provision of appropriate student services – the Assistant Principal manages referrals to student welfare services and can advise on a range of external services as well;
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning - staff work and plan in teams to ensure the development of a curriculum that meets the needs of all students.

Expectations - Staff

Engagement

The School will:

- uphold the right of every child to receive an education up to the compulsory age of schooling;
- ensure the school complies with its duty of care obligations to each student, as well as its obligations under the equal opportunity and human rights legislation;
- collaborate with the HPS community to develop policies and procedures consistent with its values and aspirations and DEECD Guidelines;
- collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

Teachers will:

- develop flexible pedagogical styles to engage different learners;
- deliver curriculum and assessment that challenges and extends student learning;
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning;
- provide opportunities for the student voice to develop a positive school culture in and outside the classroom.

Attendance

- promote regular attendance by all members of the school community;
- monitor and follow up on absences.
**Behaviour**

HPS will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. HPS is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The School will:

- work to provide an appropriate and engaging curriculum for all students;
- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business;
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies;
- provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours.

The teachers will:

- use the Student Engagement policy as a basis for negotiating a class-based set of norms;
- share behavioural expectations with students, teach students social competencies through curriculum content and pedagogical approach;
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours;
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one’s own behaviour management approach;
- involve appropriate specialist expertise where necessary.

**Expectations – Student**

**Engagement**

All students are expected to:

- adhere to the classroom norms and school values;
- respect, value and learn from the differences of others;
- have high expectations that they can learn;
- reflect on, and learn from feedback.

**Attendance** All students are expected to come to school every day that the school is open to students. If students can’t come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

**Behaviour**

Students are expected to:

- support each other’s learning by behaving in a way that is curious and respectful according to their school norms and behavioural expectations;
- have high expectations that they can learn;
- be considerate and supportive of others;
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy;
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable;
- be aware of the school bullying and violence prevention policy.
Expectations – Parents/Carers

Engagement
- parents/carers are expected to support the school’s efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home;
- parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school;
- parents/carers are expected to actively participate in supporting their child’s learning by building a positive relationship with the school and attending student- parent-teacher meetings, student activities, forums, school celebrations, student support group meetings, as well as responding to communications (including the student dairy) in a timely manner.

Attendance
- parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour
- parents/carers should understand the School’s behavioural expectations and work with it to promote a consistent approach that supports their child’s learning, engagement and endeavour, both in and out of school.

Diversity in the School Community
HPS aims to address diversity by:
- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community;
- attracting highly skilled and diverse staff making the school a preferred employer; increasing the range of knowledge, skills and experiences available in the workforce;
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs;
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Actions and Consequences:

Appropriate Behaviour
HPS will acknowledge students who meet the shared expectations outlined in this policy through recognition and encouragement as shown in the logical consequences provided below.

Inappropriate Behaviour
When students do not meet these expectations a staged response is implemented consistent with the logical consequences.

This is to be implemented using the restorative practices approach outlined in the prevention section and summarised below. The restorative practices approach is used to address student behaviour in various settings and levels to:
- re-establish significant relationships;
- ensure consequences for misbehaviour are relevant and meaningful; and
- foster and develop individual responsibility and empathy.
<table>
<thead>
<tr>
<th>Appropriate Behaviour</th>
<th>Inappropriate Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate behaviour will be recognised by:</td>
<td>• Talking to the student and referring them to the shared expectations</td>
</tr>
<tr>
<td>• Celebration at assemblies</td>
<td>• Discussing appropriate behaviours in the classroom</td>
</tr>
<tr>
<td>• Reports</td>
<td>• Contact with parents</td>
</tr>
<tr>
<td>• References</td>
<td>• Making changes to the student’s learning program to better equip him/her to behave positively</td>
</tr>
<tr>
<td>• Newsletters</td>
<td>• Implement restorative practices</td>
</tr>
<tr>
<td>• Leadership opportunities</td>
<td>• Conference: Apology</td>
</tr>
<tr>
<td>• Positive feedback</td>
<td>• Action to make it right agreed to (may include clean up damage to property)</td>
</tr>
<tr>
<td>• The right to represent the school.</td>
<td>• Ask the student to undertake tasks designed to better equip him/her to behave positively in the future</td>
</tr>
<tr>
<td>• Graduation</td>
<td>• Counselling</td>
</tr>
<tr>
<td></td>
<td>• Appropriate behaviours taught and agreed to</td>
</tr>
<tr>
<td></td>
<td>• Payment for damage sought</td>
</tr>
<tr>
<td></td>
<td>• Withdraw privileges</td>
</tr>
<tr>
<td></td>
<td>• Withdraw student temporarily from class – Swap Grade</td>
</tr>
<tr>
<td></td>
<td>• Hold Student Support Group meetings</td>
</tr>
<tr>
<td></td>
<td>• Give the student ‘time-out’ – gradual reintroduction using a planned response</td>
</tr>
<tr>
<td></td>
<td>• Negotiate alternative pathways or settings for student or as a matter of last resort, suspension or expulsion</td>
</tr>
<tr>
<td></td>
<td>• Create Individual Behaviour Management Plans in consultation with parents, student and teachers</td>
</tr>
</tbody>
</table>

Ongoing Behaviour Issues:

Where students exhibit ongoing behaviour patterns as part of staged response, a range of strategies will be used. These may include:

- Discussing the behaviour problems and reaching an agreement for future behaviour.
- Explicit teaching of appropriate behaviours.
- Monitoring and providing feedback.
- ‘Time Out’, allowing students a “Cooling Off” period.
- Withdrawal of a student from an activity, class – Swap Grade, camp or excursion due to inappropriate behaviour and/or be provided with an alternative educational setting within the school.
- Counselling for individuals in order to modify inappropriate behaviour.
- Wellbeing/Student Support Group Meeting involving parents/caregivers and/or relevant DEECD support staff, outside agencies to assist with modifying the behaviour.
- Court - Yard withdrawal will be given to a student for seriously compromising the safety of themselves or others and/or continual misconduct. Parents/caregivers will be informed and a further meeting arranged to discuss behaviour or to draw up a Behaviour Plan where necessary.
- Suspension & Expulsion: For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184.

Parents /Carers:

Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child’s educational progress. Parental cooperation with the school, including regular and constructive communication with school staff regarding their child’s learning and wellbeing will actively support their child’s engagement in the school environment. Parents/carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.
School Support:
Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments;
- ensuring student participation in the development of classroom and whole school expectations;
- providing personalised learning programs where appropriate for individual students, consistently acknowledging all students;
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making;
- providing physical environments conducive to positive behaviours and effective engagement in learning;
- providing all students with a copy of the Student Code of Conduct which is written in student friendly terms.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student’s background and needs;
- ensuring a clear understanding of expectations by both students and teachers;
- providing consistent school and classroom environments;
- scaffolding the student’s learning program.

Broader support strategies will include:

- involving and supporting the parents/carers;
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators;
- tutoring /peer tutoring;
- mentoring and/or counselling;
- convening student support group meetings; the student support group is an important component of the staged response for students facing difficulties, attendance or behaviour;
- developing individualised flexible learning, behaviour or attendance plans;
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts - involving community support agencies.

Discipline Procedures – Suspension and Expulsion:
When considering suspension or expulsion schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

At HPS the Student Engagement and Wellbeing Policy is reviewed and ratified by the School Council annually to ensure that it is reflective of the views and culture of the entire school community.
<table>
<thead>
<tr>
<th>References:</th>
<th></th>
</tr>
</thead>
</table>