



Milgate Primary School

Student Engagement, Special Educational Needs (SEN) & 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 2015



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1 School profile statement

Milgate Primary School is a community united by a commitment to learning built upon the fundamental core values of honouring diversity, serving the welfare and wellbeing of others. Enjoying a diverse multicultural community, Milgate's school wide teaching philosophy is founded upon a commitment to prepare our students with the attributes and competencies to become mindful global citizens.

A significant number of Milgate students work above their expected level of learning. Challenge and Support programs are provided to ensure all students reach their full potential. Curriculum design implementation and monitoring in keeping with community goals, is delivered by professional learning teams.

Milgate's learning community is underpinned by strong school community partnerships. The cohesive relationships within our school community celebrate diversity (42% of students come from an English as an additional language background) and demonstrate the values we, as a society, attest to. Parents are actively involved in the planning and provision of our classroom programs including specialist programs, coaching in sporting programs, attending camps and excursions, fundraising and working bees. Student, staff and parent contributions are recognised, valued and essential to the success of our school.

The Milgate Primary School Council performs an integral role in the core business of learning within the school. Sub-committees report monthly to Council and are representative of the community.

Milgate is dedicated to building strong community relationships, positive student achievements, supportive working environment and seeking out new knowledge to further support the thinking skills and creativity of its vibrant learning community.

At Milgate we aim to assist students to reach their full potential. In strengthening students' self-esteem, optimism and commitment to personal fulfilment; we aim to help students to develop the ability to make ethical judgements and to demonstrate social responsibility so they are able to respond constructively and positively to a range of contemporary social challenges.

2 Whole-school inclusion statement and Procedures

School vision

The school's vision is:

To provide a dynamic, inclusive learning environment that challenges students to become inquirers, thinkers and caring young people who are able to interact in the global society with respect and intercultural understanding.

School Definition of Inclusiveness

Milgate Primary School acts and makes all decisions that are in accordance with The Charter of Human Rights and Responsibilities Act 2006. The school does not discriminate on the basis of sex, disability, age or race. It is the right of all students at Milgate PS to be provided with a comprehensive and balanced curriculum.

Curriculum Provisions for Inclusion of students with special needs

The following actions are undertaken by Milgate PS to ensure all students are included and catered for at Milgate PS.

- Existing files and student information folders are kept for all students and are used as a starting point for learning.
- All learning experiences and activities are designed for maximum participation of all students. This includes:
 - Support during camps and excursions
 - Differentiated activities that promote inclusion and participation
 - Access and opportunity to participate in all sporting and physical activities

- Individual Education Plans (IEPs) are designed and implemented to support the learning, social and physical requirements of individual students.
- When deemed eligible within the guidelines from the DEECD Program for Student with Disabilities (PSD) funding will be sourced to support students with a disability. This funding provides educational, medical, psychological and speech support so the student can gain full access to the curriculum.
- The use of hearing amplification systems in classrooms around the school to support students with hearing impairments and auditory processing difficulties.
- A Student Support Group (SSG) is established for all SEN students. The SSG is responsible for developing an Individual Education Plan that monitors their progress in line with their progress.
- SEN students have access to Visiting Teachers to support their learning.
- Additional learning support programs.
- An English as an Additional Language (EAL) teacher supports newly arrived students from overseas.
- An Educational Psychologist and Speech Therapist work within the school to support students and staff.
- Volunteers are encouraged to participate in school programs.
- Support from Occupational Therapists to design learning spaces.

All staff at Milgate PS are provided with Professional Learning (PL) to support the inclusion of students with Special Needs. These include PL in the following areas:

- Speech and language development
- Mandatory reporting
- Anaphylaxis training
- Autism Spectrum Disorder
- Learning Difficulties and how to Support Students
- Hearing Impairment
- Medical Interventions
- Diabetes training

Resources to Provide Inclusion for all Students

Roles and Responsibilities

- **Principal** - Manages the PSD program and all student wellbeing programs. This includes:
 - Managing applications for funding under the PSD
 - Meeting with and supporting wider community
 - Liaising with DEECD and Region for PSD and student welfare support
 - Implementing DEECD directives and policies.
- **Assistant Principal** - Runs the PSD program and reports to school Principal. This includes:
 - Organising and submitting applications for funding under the PSD
 - Allocating resources and support for students and their families
 - Organising PL sessions for staff
 - Applying for funding for accessible buildings within the school
 - Organising and chairing SSG meetings
 - Liaising with DEECD and Region for PSD and student welfare support.
- **Student Guidance Counsellor (Psychologist)** – Provides support within the school for teachers, students and their families. This includes:
 - applications for funding under the PSD
 - Undertaking assessments on students and notifying parents of the results
 - Consultations with students and their parents
 - educational assessments
 - professional learning for staff

- counselling
- advice to staff.
- **Speech Therapist:** Provides therapy for teachers, students and their families. This includes:
 - Providing reports for applications for funding under the PSD
 - Undertaking assessments on students and notifying parents of the results
 - Consultations with students and their parents
 - Professional learning for staff.
- **Educational Support Staff** – Provides support for SEN students to access the entire curriculum.
 - Assist SEN students to gain access to all school activities
 - Provide program support from the school counsellor and speech therapist
 - Provide physical and medical support from medical professionals.
- **Student Wellbeing Team** – Provides whole school planning and implementation of student wellbeing programs.
- **Creating A Safe Supportive Environment (CASSE) Team** –
 - Empowers students to ensure that equal opportunity is provided for all
 - Students are selected from Years' 3 -6 to be CASSE leaders
 - Consistent meetings are held to monitor student safety and inclusiveness
 - Students mentor other students.

Confidentiality

Privacy laws recognise and permit schools collecting, using and disclosing information so that they can comply with their duty of care to students. A key element of duty of care is that the processes and procedures used are documented and records kept. To assist decision making about a student's needs, schools inform parents/guardians of the student's academic progress, behaviour, educational options or special educational requirements.

All confidential files are held in a secure filing cabinet within the Milgate PS Administration Office. Only the school principal and assistant principal have access to this filing cabinet. Educational and wellbeing student files are forwarded to school staff that will be working with the student and kept within a secure location. Written consent is obtained in accordance with the Student Support Services Privacy Form and the *Health Records Act 2001* and *Privacy Act 2000* for any contact or consultation with the School Counsellor, Speech Therapist or any other outside agencies.

Policy Review

All policies are ratified by the School Council and are reviewed every four years.

3 Student Statements on Inclusion

Being inclusive means...

- Letting people play with you and be happy
- Letting people play games
- Including others in your games
- Being caring to others
- Being really happy
- No one person is left out
- Being nice and friendly
- Letting someone go in your game
- Being nice
- Being caring, sharing and cooperative.

- thinking about people and including people.

4 Rights and Responsibilities

3.1 Guiding principles

Every member of the Milgate 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.

3.2 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
- Gender identity
- Impairment
- Industrial activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

3.3 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 web site.

3.4 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.

3.5 Bullying and harassment

Please see Appendix 1- Milgate Anti-bullying Guidelines

Definitions

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

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
- Defamation.

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.

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 e-mail.
- 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.

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- The language you use and the things you say
- How you treat others
- Respecting people's property (eg 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 is '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 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.

Rights and Responsibilities of the School Community

Actively teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

They should consider the inclusion of the separate responsibilities of principals, teachers and wellbeing staff to ensure that students and parents/carers have a clear understanding of what can be expected from the school.

Student discipline policy

Please See Appendix 3

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition. • Participate fully in the school's educational program. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as

	<p>individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</p> <ul style="list-style-type: none"> • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • Use a range of teaching strategies and resources to engage students in effective learning.

5 Shared expectations

Schools – principals, teachers and school staff

Schools 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.

Milgate shares high expectations for the whole-school community. Shared expectations are:

- Jointly negotiated, owned and implemented by all members of the school community, including students
- Clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences.

Milgate Attitudes

Our twelve core Attitudes guide the decisions and behaviours of all members of the school community.

<i>Appreciation</i>	<i>Empathy</i>
<i>Commitment</i>	<i>Enthusiasm</i>
<i>Confidence</i>	<i>Independence</i>
<i>Cooperation</i>	<i>Integrity</i>
<i>Creativity</i>	<i>Respect</i>
<i>Curiosity</i>	<i>Tolerance</i>

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, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view
- **Fair Go-** 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 their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness-** Be honest, sincere and seek the truth

School expectations include:

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The 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)
- 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).

Diversity in the school community

The school 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.

6 School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- Students engage in conduct reflecting Milgate Values
- Establishing classroom learning communities and classroom norms
- Providing personalised learning programs where appropriate for individual 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.

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.
- Appropriate intervention when necessary.

Broader support strategies will include:

- Involving and supporting the parents/carers,
- 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 difficulty with engagement, 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**

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.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Where appropriate, parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

References

Meeting Student Learning Diversity in the Classroom – International Baccalaureate 2013

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Safe Schools

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm>

<http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>

Charter of Human Rights

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm>

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act

<http://www.det.vic.gov.au/hrweb/divequity/eo/eeoact.htm>

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/directions/reviewleg.htm>

VIT Teacher Code of Conduct

http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Appendix 1 – ANTI-BULLYING GUIDELINES - Milgate Primary School

It is all members of the Milgate community's responsibility to take the necessary steps to stop bullying behaviour. Our Learning Community at Milgate values Integrity, Respect, Responsibility, Cooperation and Resilience. Each person is recognised as a unique individual bringing special qualities and gifts to share and so we all have responsibility to respect each other and create an environment where we feel safe and secure.

What is Bullying?

	Direct	Indirect
Physical	<ul style="list-style-type: none"> • Hitting, slapping, punching • Kicking • Pushing, strangling • Spitting, biting • Pinching, scratching • Throwing things (e.g. stones) 	<ul style="list-style-type: none"> • Getting another person to harm someone.
Non-Physical	<ul style="list-style-type: none"> • Mean and hurtful name calling • Hurtful / friendly teasing • Demanding money or possessions • Forcing another to do homework or commit offences such as stealing 	<ul style="list-style-type: none"> • Spreading nasty rumours • Trying to get other students to not like someone.
Non-Verbal	<ul style="list-style-type: none"> • Threatening and/or obscene gestures 	<ul style="list-style-type: none"> • Deliberate exclusion from a group or activity • Removing and hiding and/or damaging other's belongings.

Harassment is unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying. These terms are often interchangeable.

Rights and Responsibilities:

Rights:

- Every person has a right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to feel safe means that bullying of any kind is unacceptable.
- Every person has the right to be treated with respect and fairness. This means we show respect to other people, and their property, in the class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards others.
- Every student has the right to learn. This means we do not adversely affect or interfere with the learning of another student.

Responsibilities:

- Staff, students and parents have the following responsibilities:

Leadership Team will:

- Support, promote, enact, maintain and review the bullying policy and procedures.

All staff will:

- Be familiar with the school's bullying policy and procedures.

Teachers will:

- Model appropriate behaviour using our Milgate Values

- Listen to reports of bullying.
- Promptly act upon these.
- Inform Leadership.
- Provide support for the person being bullied from further harm.
- Act to stop the behaviour from reoccurring.
- Record identified bullying incidents (Welfare register)

Students who are bullied need to communicate about it with:

- A teacher, a staff member or student of trust and give full details of the event
- Their parents and give them full details of the event.

Student witnesses to bullying should:

- Model appropriate behaviour using our Milgate Values.
- Seek teacher assistance.
- Document the incident if requested.

Parents should:

- Listen sympathetically to reports of bullying.
- Speak to relevant school personnel (not the alleged student/s concerned).
- Cooperatively work with the school in seeking an improved solution.

Parent witnesses should:

- Be limited to appropriate verbal intervention.
- Seek teacher assistance.
- Document the incident if requested by school staff.

Management of Bullying Incidents:

All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise.

Teacher's Responsibilities

- Teachers to be familiar with the anti-bullying policy and procedures.
- Teachers to be models of caring and tolerant behaviour.
- In the first weeks of each school year, the non-acceptance of bullying and consequences are to be discussed in class with students
- Teachers are to make students aware of their responsibilities with regard to the anti-bullying policy
- Implement lessons to develop resilience to bullying.
- Teach relevant restorative practice strategies
- Promptly attend to and report instances of bullying behaviour
- Treat information regarding bullying confidentially.

Action:

- Protect the bullied child from further harm.
- Record what happened on the Welfare register
- Assure the student bullied that the incident will be dealt with. When the time becomes available, teachers or administrators talk individually to bullying students first.
- Follow up meetings with students who have been bullied. The student who was bullied may receive additional support and there may be additional assertiveness training.
- **Where necessary**, speak to class without using names in for example circle time, small group meetings, class meeting time etc

- **Where appropriate and using discretion**, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken
- **If necessary, where appropriate and using discretion**, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification

Challenging incidents – Physical violence or intimidation (e.g. threatening behaviour)

- Immediate notification of assistance from Level Coordinators and/or Leadership
- Move student onlookers away
- Separate students with minimal physical contact
- Apply Student Code of Conduct guidelines
- Report of incident to be recorded (e.g. Welfare register)

Challenging Students

- Arrange collaborative case management of students with persistent aggression or continued victimisation
- Develop a student behaviour management plan
- Problem-solving strategies for dealing with disclosures
- Utilize School Support Officers where appropriate
- Use of sanctions in Student Code of Conduct for violent incidents

School Strategies to Reduce and Prevent Bullying:

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient by providing them with other strategies. Although this approach is not based on sanctions or consequences, the school has a range of such measures available, up to and including suspension or exclusion which is in accord with our Student Code of Conduct guidelines.

Prevention Programs:

Whole School Approach

- Compose a school policy for 'bullying'
- All staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the policy
- The bullying policy clearly articulated to staff, students and parents.
- All staff to provide careful supervision
- Discuss the issue of bullying regularly at staff meetings and provide training to all staff.
- Teachers to run a whole school program in the classroom as a prevention model. Cross-curriculum content is utilised to provide practise in conflict resolution and protective behaviours.
- Class discussions to look at problem-solving measures. Focus on behaviour changes not consequences. Preventative social skills training – playing games well, giving and receiving compliments, taking risks and joining in, cooperating and respecting other people's decisions.
- Preventative support systems – peer support such as 'Milgate Mates'
- Restorative Practise small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours).

Acknowledging and rewarding positive action and appropriate behaviour:

- Milgate Achievers
- CASSE Awards
- Principal's Awards – Principal Awards are given for positive behaviour in aspects of school life (eg achievement, behaviour etc)

Schoolyard strategies

- Separate the school play equipment into group areas (junior, middle and upper)

- Promotion of positive social interaction and directed play– lunch time activities and ideas given for games
- Teachers reinforce positives with verbal praise and values cards. Listen to grievances and take appropriate action
- Follow the school's Code of Conduct and Student Expectation Guidelines

Induction of new Students and New Staff

- New students arriving later in the school year to be advised of the policy
- Class teachers to introduce new students to the desired outcomes and the prevention programs
- Leadership to discuss program with new staff as part of the induction process.

Appendix 2 –Milgate Primary School Outdoor Expectations

Outdoor Expectations

All teachers at Milgate share the responsibility for addressing student behaviour through class programs and yard duty supervision and by modelling behaviour consistent with school values

Eating areas

- All children eat lunch from 12:50-1:00 inside classroom.
- In front of the school canteen

Litter - Expectation

- Students are to be expected to be aware of the environmental issues associated with litter in the school yard.
- Encourage Nude Food.
- Three times a week there will be a 'Rubbish Wrap' where each student picks up five pieces of rubbish and shows their Environmental Leader.
- Each class has a rostered week where they clean up the yard.
- If students buy from canteen they are to eat it in the area and put rubbish in the bins nearby.

Hats - Expectation

- Sunsmart hats are compulsory for all outside activities from September to the end of April.
- No Milgate Sunsmart School Hat – no play
- Sit in the canteen area if the student does not have a hat.
- All hats to be named

Games - Expectation

- Year 3, 4, 5 and 6 play soccer and football on the bottom oval
- Prep, Year 1 and 2 can play soccer and football on the top oval only
- Prep and Year 1 are to not go on the bottom oval
- Balls over the fence – can be retrieved with teacher supervision only. If you can't see the ball or the ball is on the other side of the road, do not send a student.
- Shoes on at all times
- No running through Prep courtyard
- No contact games
- Balls stay on the roof. Will be collected when possible.
- Playing cards (eg football cards) – no trading

Safe Areas - Expectation

- All areas apart from:
- Behind community room;
- In front of the school (apart from beginning and end of play time for year 5 and 6);
- Behind water tank;
- Year 1 - 6 in prep courtyard (except buddies on allocated days);
- Behind fence near basketball court;
- Garden areas;
- Behind library.

Appropriate play areas - Expectation

- No balls in canteen area
- No active games or running in corridors (including outdoor corridors) – passive games OK
- No climbing on fences

Behaviour Management - Expectation

- Milgate follows Restorative Practice principles when discussing and resolving behaviour management issue
- Issues are dealt with in a positive not punitive manner

Bullying and Swearing – Expectation

- Zero tolerance

Toilets – Expectation

- Not to be used as a play area
- To be used at recess and lunch

Canteen Line - Expectation

- Students line up in orderly fashion in age appropriate line

Water

- Hair and cloths the remain dry (except sweat)

Appendix 3 – Student Engagement and Wellbeing Behaviour Consequences and Code of Conduct

Milgate Primary School Student Welfare and Discipline

School Attitudes – Respect, Independence, Tolerance, Empathy, Enthusiasm, Creativity, Appreciation, Confidence, Curiosity, Commitment, Integrity, Co-operation

Incidents	Response by:	Actions / Options? Examples of practice used	Support areas
<p>Minor</p> <ul style="list-style-type: none"> • Minor Disruptions • Minor student worries • Minor yard incidents • Swearing • Name calling (not racial) • Teasing • Out of bounds, running in breezeway / Prep courtyard • Littering 	<p>Classroom Teachers Yard Duty Teachers Specialists Integration Staff</p>	<ul style="list-style-type: none"> • Informal Restorative Enquiry • Warning • Walk with the teacher • Play in another area. 	<p>Restorative practices Positive rewards Support groups Outside agencies Parents School Strategic Plan School Values Class values Guidance Officer School Staff Teams</p>
<p>Moderate</p> <ul style="list-style-type: none"> • Constant interfering with others' games • Teasing - ongoing • Dangerous play • Throwing sticks and stones • Hitting, pushing, kicking. • Leaving the school grounds. 	<p>Classroom Teachers Yard Duty Teachers Specialists Integration Staff Admin support if needed.</p>	<ul style="list-style-type: none"> • Small Impromptu Restorative chat • Loss of privileges • Walk with teacher 	<p>Social Skills / Values Program First Aid support Principal Assistant Principal</p>
<p>Serious</p> <ul style="list-style-type: none"> • Student conflict • Staff / student conflict • Class issues • Rudeness, Swearing at teacher or parent • Stealing • Continual harassment 	<p>Classroom Teachers Yard Duty Teachers Specialists Admin support</p>	<ul style="list-style-type: none"> • Small and Large problem Solving Circle • Small and large impromptu conference. • Removal from Lessons or from the yard to office (longer time frame) • Behavioural contract 	

Student Engagement and Well-Being Policy

<ul style="list-style-type: none"> • Victimisation / power games and prejudice • Leaving the school grounds with the intention of going home • Fighting / physical abuse • Vandalism <p>Serious (cont)</p> <ul style="list-style-type: none"> • Bullying • Endangering people • Deliberately disobeying an instruction 	<p>Principal Assistant Principal</p>	<ul style="list-style-type: none"> • Small and Large problem Solving Circle • In-school suspension • Parental Contact • Parent Interview • Formal Suspension • Re-entry meetings 	<p>Restorative Dialogue:</p> <p>To the person who has done the harm:-</p> <ul style="list-style-type: none"> • Tell me what happened • What were you thinking at the time? • Who has been affected by what you did? <p>To the person who has been harmed:-</p> <ul style="list-style-type: none"> • How did you feel about what happened? • What has been the hardest thing from you? <p>To both:-</p> <ul style="list-style-type: none"> • What needs to be done to make things right? • Anything else you would like to say?
<p>Significant:</p> <ul style="list-style-type: none"> • Serious bullying incidents • Serious issues involving incidents of harm towards any member of the school community 	<p>Principal Assistant Principal</p>	<ul style="list-style-type: none"> • Formal Restorative conference • In-school suspension • Parental Contact • Parent Interview • Formal Suspension • Re-entry meetings 	
<p>Other related issues:</p> <ul style="list-style-type: none"> • Uniform issues • Nail polish • Jewellery • Out of jumper • Scarves only to be worn outside • No coloured headbands <p>Hats</p>	<p>Classroom Teachers Yard Duty Teachers Specialists Integration Staff</p>	<ul style="list-style-type: none"> • Remove nail polish that night but if still on the next day remove at school with remover at office. • Remove jewellery and keep in bag for day • Note home • Shade area 	

Appendix 4 – PROGRAM FOR STUDENTS WITH DISABILITY POLICY



PROGRAM FOR STUDENTS WITH DISABILITIES POLICY

Rationale:

Students with disabilities have a right to attend a mainstream government school and to have their individual needs addressed.

Aims:

- To provide all students with learning opportunities that cater for their individual needs.
 - To ensure that those students who attract Disabilities funding have programs tailored to meet their special requirements.

Implementation:

- All students who are funded under the Disabilities program are welcome at our school.
- A staff member will be assigned responsibility to coordinate the Disabilities program at our school, including the coordination of applications for funding, the coordination of Program Support Groups, the development and implementation of program budgets, coordination of staff professional development and all other issues related to students with disabilities and their respective program needs.
- The appraisal process for applications will occur at the earliest opportunity to provide the maximum potential for applications to be successful, and to ensure a smooth transition for new students into our school setting.
- The Student Support Group process will be fully explained to all parties.
- Student Support Groups will be established for all eligible students to facilitate curriculum planning and resource provision.
- Student Support Groups will be invited to meet at least once a semester, and will make recommendations to the principal regarding the development and implementation of individual student programs including student achievement goals, timelines and methods of evaluation, the use of support staff and external consultants, and the use of any additional resources required. All meetings will be documented and available to all members.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- All curriculum programs will be inclusive of all students.
- Professional development relating to relevant disabilities as well as disabilities funding processes will be made available to all appropriate staff as required.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle. Each Program Support Group will evaluate their progress and that of each student and provide a written report including recommendations to the Principal at the end of each school year.