

Student Discipline and Responding to Bullying Policy



1. Policy statement

Middle Harbour Public School rejects all forms of bullying. Good discipline is a fundamental to a quality learning environment so that all students can connect, succeed, thrive and learn. Our school adopts a strategic and planned approach to discipline that supports the wellbeing of all students.

2. Audience and applicability

The policy applies to all students enrolled at Middle Harbour Public School and to all student bullying behaviour, including cyberbullying, that occurs in schools, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

3. Context

The policy aligns with current government reform and the following departmental policies:

- Student Discipline in Government Schools Policy, PD20060316
- Bullying: Preventing and Responding to Student Bullying in Schools Policy, PD20100415
- Student Welfare Policy, PD20020052
- The Wellbeing Framework for Schools

4. Structure

The policy and plan has been organised as follows:

4.1	Shared values	Clarifies what we value and believe is important as a community
4.2	Shared vision	Clarifies what we are trying to create as a community
4.3	Intended outcomes	Describes our long-term goals and provide the baseline for measuring improvement.
4.4	Evaluating impact	Describes how we will know our strategies are effective.
4.5	School expectations	Describes the rights and responsibilities expected of students, staff and parent/carers
4.6	Key strategies	Describes the strategies used to
	4.6.1	promote positive student behaviour and a climate of respect
	4.6.2	recognise and reinforce student achievement
	4.6.3	manage inappropriate student behaviour.

4.1 Shared vision – *Every student moving forward to achieve personal success*

The Middle Harbour Public School Student Discipline Policy and Anti-Bullying Plan is underpinned by the core values of NSW Public Schools and our shared vision and values as a school community. *Our vision is to provide excellence in education as an engaged and inclusive community that delivers challenging, innovative and supportive learning environments for every student to achieve personal success.*

4.2 Shared values

Our shared values of Respect, Responsibility and Personal Best are used to guide our words, actions, behaviours and decision-making. These values are reflected in our school motto and school pledge and form the basis for our shared expectations/school rules.

4.3 Intended outcomes

Students will

- know what is expected of them and others in the school community
- regulate their own behaviour so that they are able to make responsible decisions
- feel safe and supported in the school environment
- feel connected, included and a valued part of the school community

4.4 Evaluating impact

The School Excellence Framework v2 makes explicit effective learning, teaching and leadership practices that support a quality learning environment for all students. It is the basis for evaluating the impact and effectiveness of our interventions and strategies to support student wellbeing and a quality learning environment.

4.5 School expectations

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. When parents/carers enrol their children at Middle Harbour Public School they enter into a partnership with the school that is based on shared responsibility and mutual respect. This shared responsibility enables and fosters an environment where learning is valued, all members of the school community are respected and safety, wellbeing and quality learning is important. This will enable all members of our school community to model and enact the values of the Public Education.

Staff are expected to:

- model and enact our shared values as a school community
- foster a caring, well-managed, safe environment for all students, fellow staff and parents
- comply with department policy, processes and procedures to resolve issues and conflicts respectfully, calmly and fairly

Parents/carers are expected to:

- model and enact our shared values as a school community
- share responsibility for shaping their children's understanding about acceptable behaviour
- use appropriate processes to resolve issues and conflicts respectfully, calmly and fairly

Students are expected to:

- model and enact our shared values as a school community
- show respect to all persons and property
- comply with school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- use appropriate processes to resolve issues and conflicts respectfully, calmly and fairly
- follow the school's uniform policy or dress code
- attend school every day (unless legally excused)

Middle Harbour Public School will take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning. All staff, parent, students and guests are expected to

- **not** be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- **not** bully, harass, intimidate or discriminate against anyone in our schools

4.6 Key strategies

School rules are expressed as positive behavior learning expectations aligned to our shared school values and describe what is expected in different learning contexts, for example:

We believe that all members of our school community have:

- the right to learn
- the right to be safe
- the right to be treated with dignity and respect, and
- the responsibility to uphold these rights for others

The following questions point back to our school expectations and guide students in making responsible choices and decisions:

Is it fair?

Is it safe?

Is it the right thing to do?

4.6.1 Specific programs designed to promote positive student behaviour and a climate of respect

Focus area	Program
Positive Student Behaviour	<ul style="list-style-type: none"> • Positive Learning Behaviour (PBL) program • You Can Do It (YCDI) Explicit teaching of social and emotional skills • Bounce Back – resilience program
Student voice and leadership	<ul style="list-style-type: none"> • SRC – Student Representative Council • Class buddies and peer Support program K-6 • SLIPS (Student Leadership in Primary Schools) Program – Year 5 • Senior Leadership Camp

4.6.2 Strategies to recognise and reinforce student achievement

Recognition of student effort, achievement and progress in learning	<ul style="list-style-type: none"> • Mentions and Award System aligns and supports PBL and YCDI program • Merit certificates and Banners • Celebration of Learning recognises effort, achievement and progress • Student Reports, include progress and achievement in key KLAs along with literacy, numeracy and personal and social development
Learning progressions	<p>Student progress and achievement in literacy, numeracy along with strong personal and social capabilities is fundamental to student success and overall wellbeing. Learning progressions make explicit a sequence of learning in a particular domain and a key strategy in moving every student forward in their learning.</p> <hr/>

4.6.3 Strategies to manage inappropriate student behaviour.

Learning and Support Team (LAST)	<ul style="list-style-type: none"> • The purpose of the LAST Team is to improve education outcomes for students with additional learning needs and support teachers in planning, implementing and measuring the impact of planned interventions and strategies. • The team works collaboratively with teachers, school support learning officers (SLSOs), the school counsellor, parents and other agencies. • LAST meetings are scheduled each week and chaired by the LAST teacher and Deputy Principal. • Students may be referred to the LAST to better understand their social, emotional, physical and cognitive needs in order to develop appropriate plans and strategies tailored to the specific needs of the students. Such strategies might include the development of a risk assessment and behavior plan, an individualized learning plan with specific goals targeted to student's need, support an appropriate specialist teacher or professional. • Learning progressions for Personal and Social Capability provide a common language for collaborative goal setting, monitoring progress and measuring impact.
Anti- Bullying Plan	<ul style="list-style-type: none"> • Anti Bullying Plan • Reporting incidents and accidents • Reflection Sheets to follow-up incidents • Report Bullying Form • Complaints Handling Policy
Classroom and playground strategies	<ul style="list-style-type: none"> • Emotional Thermometer • Catastrophe Scale • Exit cards and Buddy Class • Stop Think Do • Hoot /Behaviour Cards and Plans • Non-violent crisis intervention

More information is available from

<http://www.middleharb-p.schools.nsw.edu.au/our-school/rules-policies/school-policies/student-welfare-policy>