



Mudgee Public School

# Student Welfare and Discipline Policy

February 2017

## Contents

- Statement of Purpose
- Core Rules for Students in NSW Government Schools
- Positive Behaviour for Learning at Mudgee Public
- Reward Systems at Mudgee Public School
- Addressing Problem Behaviours
- Programs that Support Student Welfare/Good Discipline
- Investigation of Incidents
- Intervention Strategies
- Anti-Bullying Policy at Mudgee Public

## **Statement of Purpose**

Mudgee Public School endeavours to create a school environment in which students are safe, secure and feel cared for. Student wellbeing is a priority for all staff and within all school programs. Students are encouraged to become active and empowered members of our school community.

This policy aims to communicate our focus on developing the following:

- A safe and caring school environment that is free from bullying and any form of discrimination.
- Students that are self-reliant, responsible and active citizens of our community.
- Clear expectations for student behaviour.
- Clear procedures for acknowledging student achievement and citizenship.
- Clear procedures and expectations for student supervision, attendance and uniform.

***Mudgee Public School will implement the procedures and expectations within the Student Welfare Policy to students by:***

- Communicating the policy to students within the classroom.
- Discussing our Rules, Rights and Responsibilities and appropriate behaviour and consequences with students.
- Reminding students of their Responsibilities during school assemblies.
- Using the procedures of this policy in our interactions with students.

***Parents will:***

- Be made aware of the Student Welfare Policy through the newsletter, information flyer, school website and information evenings.
- Be involved in the evaluation of the policy and asked to provide comment regarding future directions.
- Support the principles of the policy at home and when required to attend meetings at school.

***Teachers will:***

- Ensure that they are familiar with all aspects of the Student Welfare policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the school community's implementation of the Student Welfare Policy.

## Core Rules For Students In NSW Government Schools

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the School's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

## **Positive Behaviour for Learning at Mudgee Public**

All schools are expected to have a system to manage student welfare and behaviour in NSW. Mudgee Public has adopted the Positive Behaviour for Learning Program. This is supported by an external coach who guides and supports the implementation of the program.

### **What is PBL?**

Positive Behaviour for Learning (PBL) is a whole school program that actively promotes positive behaviour. It enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community. Our school-wide expectations are represented with a bee mascot: Bee Safe, Bee Respectful, Bee Responsible and Bee an Active Learner.

PBL is a data driven program. Therefore, what we learn from the data, such as, specific inappropriate behaviours which we need to address, effects what we do throughout the school in PBL. A PBL committee meets on a fortnightly basis to organise the implementation of PBL and review data. Each week, the school will have an area of focus that involves explicit teaching and support of positive behaviours. Teachers and students will participate in lessons that involve discussion, role-play and reflection.

### **How is positive behaviour rewarded?**

In the classroom, teachers use coloured buzzies when they observe students displaying positive behaviours. Some teachers may use a Bee Sticker Chart as an additional reward. Each classroom teacher is responsible for deciding how many buzzies need to be collected and what their classroom buzzies and sticker charts can be traded for.

In the playground, teachers use playground buzzies (white) when they observe students displaying positive behaviours. Playground buzzies are stored in the classroom in a box until the next assembly. On the assembly, playground buzzies are tipped into a grade box where 3 students are drawn out from each grade. Winners can choose one of the following prizes: an ice block, computer time, free time, teacher's assistance or a prize draw. All playground buzzies that are collected during the week are then tipped into the Buzzy Barrel. When a certain marker is reached, the whole school receives a reward.

### **What is the award system for positive behaviour?**

Each week on assembly, teachers select a Student of the Week and give merit awards to students in their class for positive behaviour according to our school-wide expectations. The number of students in the class determines the number of awards that are given. Merit awards, of any kind, from any grade, can then be traded.

## **Reward Systems at Mudgee Public School**

### **Merit Award**

Awarded at weekly Assemblies from classroom teachers for students who have been safe, responsible, respectful or an active learner.

4 Merit Awards = 1 Bronze Award, 2 Bronze Awards= 1 Silver Award, 2 Silver Awards = 1 Gold Award

### **Assistant Principal's & Deputy Principal Award**

When a **teacher sends a student** to an Assistant or Deputy Principal for high achievement or effort in:

Application to school, Impressive handwriting or work presentation, Homework' Volunteering in school service, Sporting representation

### **Principal's Award**

When a teacher thinks a students should share their great effort with the Principal because they have achieved at a very high level in:

4 Bees- Respectful, Responsible, Safe, Active Learner, School work, Homework, Sporting representation, Community representation

### **Principal's Book Award**

When a student has collected 6 Principal Awards. This will be presented at a special assembly.

### **Mudgee Public School Pennant**

To achieve this award, students need;

1 Gold Award, 2 Principal Awards, 2 Assistant Principal/Deputy Principal Awards, Attended 2 ANZAC or community events representing MPS (sport, band, choir, art comps etc ).No suspensions in the last 12 months. No more than three Level 1-3 in the last 12 months

### **Principal's Gold Medallion**

To be considered for this award, students need;

1 Mudgee Public School Pennant, Awards that have been achieved since earning the pennant; 1 Gold Award, 2 Principal Awards, 2 Assistant Principal/Deputy Principal Awards, Attended 2 ANZAC or community events representing MPS (sport, band, choir, art comps), A completed 'Principal's Gold Medallion' application form and an interview with the Principal, No suspensions in the last 12 months, No more than three Level 1-3 in the last 12 months.

**This award will be presented to students when they are in Year 6**

## Addressing Problem Behaviours

<b>Teacher Managed – Low Level behaviours</b>	
Depending upon the severity of the incident, students may be placed on level 1 or 2. See below for examples of such behaviours.	
Level 1	Level 2
Lying Out of bounds, Calling out Inappropriate tone and attitude Out of seat, Incomplete work Disrupting others Lateness Failure to follow playground rules	3 rule reminder Continued disobedience Threats Swearing without malice Talking back Teasing
<b>Administrative Consequences</b>	
Phone call to parent Conference with student Parent meeting Playground time-out Warning Placed on Level 1 Monitoring sheet	Phone call to parent Conference with student Parent meeting Playground time out Warning Placed on Level 2 - Monitoring sheet LST/Welfare referral
<b>Executive Managed Behaviours – High Level behaviours</b>	
Where there is continuation of inappropriate behaviour, the School Executive may need to intervene. Here students may be placed on Level 3 or 4 depending upon each individual circumstance.	Students will be supported to improve their behaviour with a range of supports available. These include School Counsellor, Social Worker, Family Referral Service. An individual behaviour plan is developed to address repeated inappropriate behaviour
Level 3	Level 4
Chronic low-level behaviours (3 teacher managed incidents in a 2 week period) Vandalism , Pornography, Fighting / Physical aggression, Leaving school grounds/absconding Truancy, Bullying/Racism/Cyber bullying Swearing at others, Stealing	Weapons Drugs/alcohol, smoking Continued disobedience Aggressive behaviour Violent behaviour Swearing
<b>Administrative Consequences</b>	
Planning Room In-school suspension Level 3 Negotiated attendance plan Negotiated attendance plan meeting Parent meeting Parent pick up as per ISP Placed on level 3 Monitoring sheet Suspension warning LST/Welfare referral	Negotiated attendance plan/meeting Placed on Level 4 Suspension warning Parent meeting Short suspension (aggressive behaviour, continued disobedience) Long suspension Child Well-Being Unit

## **Programs that Support Student Welfare/Good Discipline at Mudgee Public**

### **Welfare Teacher**

A Welfare Teacher supports students and parents/carers in relation to student welfare at Mudgee Public. This includes working in conjunction with staff, students and parents to address specific welfare and learning concerns. Development of learning plans for identified students and teaching strategies to support staff are part of the role of the Welfare Teacher

### **Learning and Support Team**

The Learning and Support Team meet each Wednesday morning under the leadership of the Welfare teacher. The team is made up of teacher representatives from each stage and all class teachers are able to attend as required to raise matters involving individual students or groups of students.

### **School Counsellor**

The School receives a three day-a-week allocation for a School Counsellor. Two Counsellors currently share this role. Students are normally referred to the School Counsellor through the Learning and Support team. Parents are able to meet with the School Counsellor to discuss specific concerns regarding their child.

### **School Social Worker**

The School employs a qualified Social Worker one-day-a-week to support individual students at the School referral is through the Learning and Support Team. The Social Worker also works with groups of students when a common area of need is identified to develop social and emotional skills.

### **School Learning Support Officers**

The School employs a number of School Learning and Support Officers who are timetabled to provide specific support across the School. Two SLSOs assist in the Infants and Primary playgrounds at lunchtimes to develop the social skills of students.

### **Anti-Racism Officer**

A staff member is trained in dealing with issues of a racial nature and is able to meet with students and parents/carers to address matters as they arise.

### **Breakfast Club**

The School runs a Breakfast Club on a Tuesday, Wednesday and Thursday morning to provide a morning snack to students before school commences. Students have a choice of foods such as cereal, toast and juice. The School employs an SLSO to run the morning Breakfast Club.

### **Extra Curricula Academic Opportunities**

The School provides an assortment of extra-curricula academic activities such as debating and public speaking, external competitions such as the University of NSW Competitions and Tournament of Minds. These activities boost the self-esteem of students who participate.



## **Crunch and Sip**

Students are asked to bring a piece of fruit to School each day as a morning snack to eat in the classroom. The School arranges for extra fruit to supplement that brought from home.

## **Creative Arts Opportunities**

The school provides a range of creative arts opportunities to again develop the creative talent and self-esteem of students. Opportunities include the school concert band, school choirs, school dance groups, guitar and piano tuition, drumming group and percussion group.

## **Sporting Opportunities**

A wide variety of sporting activities cater to a large number of students at the school. The school enters the Primary School Sports Association [PSSA] Knockouts in basketball, cricket, netball, touch, rugby league, rugby union and soccer.

## **School Assemblies**

Each week the Infants and Primary departments have assemblies where students are recognised for their efforts and achievements during the week. Each class teacher presents awards in the PBL areas of being respectful, safe, responsible and an active learner. Students then accumulate these awards to qualify for awards at the end of term PBL Assembly.

## **Kids Matter**

Kids Matter is a framework designed to support the mental health and wellbeing of students. In 2017 the Bounce back program will be implemented across the school.

## **House Points**

In the Primary Department each class runs a weekly house points competition. At the end of each week, points are tallied across the primary and the weekly winner announced at the Friday assembly. At the end of each term, the house that has received the most points receives a reward. Examples of such rewards include a pool party, movie afternoon etc.

## **Home School Communication**

It is essential that good Home/School communication is established each year. This starts with the Introductory Parent-Teacher Information Evening held early in Term1 and the formal Parent-Teacher Interviews held at the end of Term 1. Where applicable, class teachers will organise meetings with parents to address concerns. Parents and carers are also most welcome to arrange appointments with classroom teachers.

## Investigation of Incidents

When an incident requires investigation students are interviewed by teachers to uncover the facts pertaining to the situation and identify the behaviour that is causing concern. These occur in a timely manner as possible, depending upon the situation, and are procedurally fair to all parties involved.

A number of factors are considered when dealing with problematic behaviour. These include the context of the situation, student factors such as disability, medical or psychological, school environmental factors such as work practices and location. Reference to the Schools CCTV system may be required to clarify incidents.

Where applicable the Stage Supervisor/Assistant Principal may be involved in the investigation and outcome. If a student is under consideration for a suspension, the information is provided to the Principal [or nominee] who makes this decision. The Departments Suspension and Expulsion of School Students – Procedures 2011 Policy is implemented in these circumstances.

Where applicable, parents are informed if their child is involved in a serious incident. If parents become aware of an incident that may not have been reported to the school, they should contact the school as soon as possible to enable an investigation to commence. Parents should **never** approach another student over a school disciplinary matter as this is a potential breach of the law.

## Intervention Strategies

Where a student's behaviour continues to cause concern the following strategies may be implemented to address the issue:

**Planning Room** - Where a student requires time to reflect on their behaviour, students attend the planning room where they are supported to make better choices in the future. Discussion is held with an executive staff member around recognising the reason for their time in the planning room and ways to prevent any further recurrence.

**Parent Meetings** – These are organised so that both the School and parents can work together to address issues apparent in the school setting. Often a communication book is commenced that enables messages to come back and forth to the school and home to monitor the student and their behaviour

**Partial Enrolment** - Where a student is experiencing further difficulty in settling into the learning environment, partial enrolment reduces the amount of time the student spends at school each day. The aim is to make the time spent successful for the student and this is increased as success occurs.

**Suspension** – Occasionally repeated misbehaviour or serious incidents require a student to be suspended from the school. The suspension follows the policy provided by the NSW Department of Education. Students may receive a short, up to 4 days, or a long suspension, up to 20 days, depending upon the reason for the suspension. Students are provided with school work from their class teacher to complete whilst on suspension. Suspensions are resolved via a meeting with the Principal and agreement by the student on the conditions of their return to school.

## Anti-Bullying Policy at Mudjee Public

### Introduction

This plan outlines the processes for taking reasonable steps to prevent and respond to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

Mudjee Public School is an inclusive environment, where diversity is affirmed and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment. Partnership with students, parents, staff and the wider community is considered central to the success of addressing bullying when it occurs in our school community.

- Parents, Staff and students were consulted on developing this policy.
- The plan is implemented alongside other student welfare programs in the school.
- This plan is reviewed annually.

### Statement of Purpose

Bullying must be taken seriously and is not acceptable in any form.

Students and teachers have the right to expect that they will spend the school day free from bullying, harassment and intimidation.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students will not be accepted.

### Definition

Bullying is *repeated* verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communications technologies.

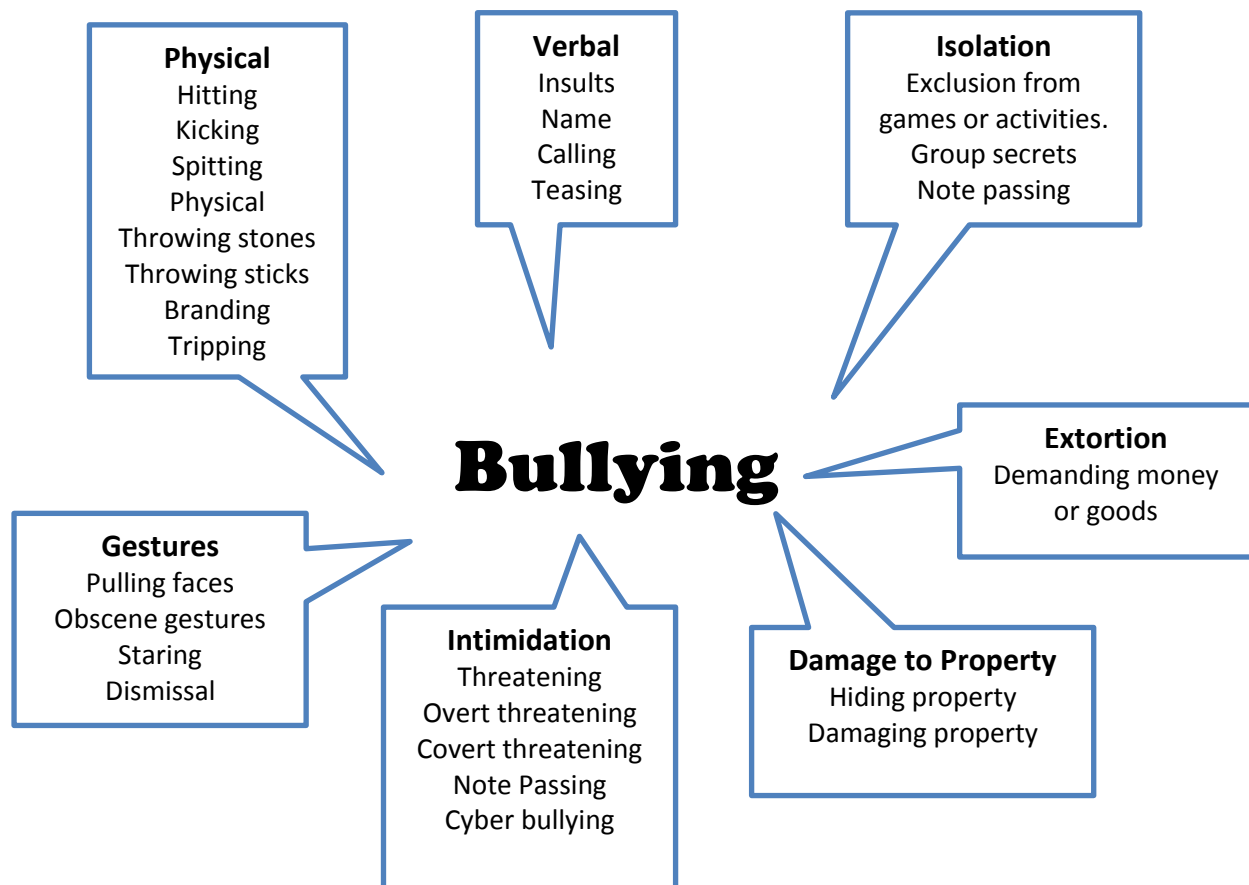
Bullying can involve humiliation, dominations, intimidation, victimisation, and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

***Conflict or fights between equals or single incidents may not amount to bullying.***

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

## Types of Bullying:

There are many forms of bullying but those listed below are identified as the most common:



All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

The Complaints Handling Policy establishes the standard approach to resolving complaints, including complaints about the way a reported incident of bullying has been managed and it is required that it be used in all learning and working environments of the Department of Education and Community.

Reasonable disciplinary action conducted in a reasonable manner does not constitute bullying.

For matters involving bullying which affect departmental employees, refer to the Department's Prevention of Bullying in the Workplace Policy (intranet only).

## Responsibilities and delegations

Principals have a responsibility to:

- Principals will ordinarily take reasonable steps to see that the school implements an Anti-bullying Plan that:
- Is developed collaboratively with students, school staff, parents, caregivers and the community
- Includes procedures consistent with DN 10/00225 – Reporting incidents involving assaults, threats, intimidation or harassment and the Incident Reporting Policy
- Includes procedures for contacting the Child Wellbeing Unit where appropriate
- Includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP) where appropriate
- Includes contact information for appropriate support services such as Kids Helpline
- Includes information on departmental appeal procedures and the Complaints Handling Policy is promoted and widely available within the school community and published on any school website
- Is reviewed with the school community at least every three years

School Staff have a responsibility to:

- Respect and support students
- Model and promote appropriate behaviour
- Have a reasonable knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-bullying Plan
- Behave as responsible bystanders
- Report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

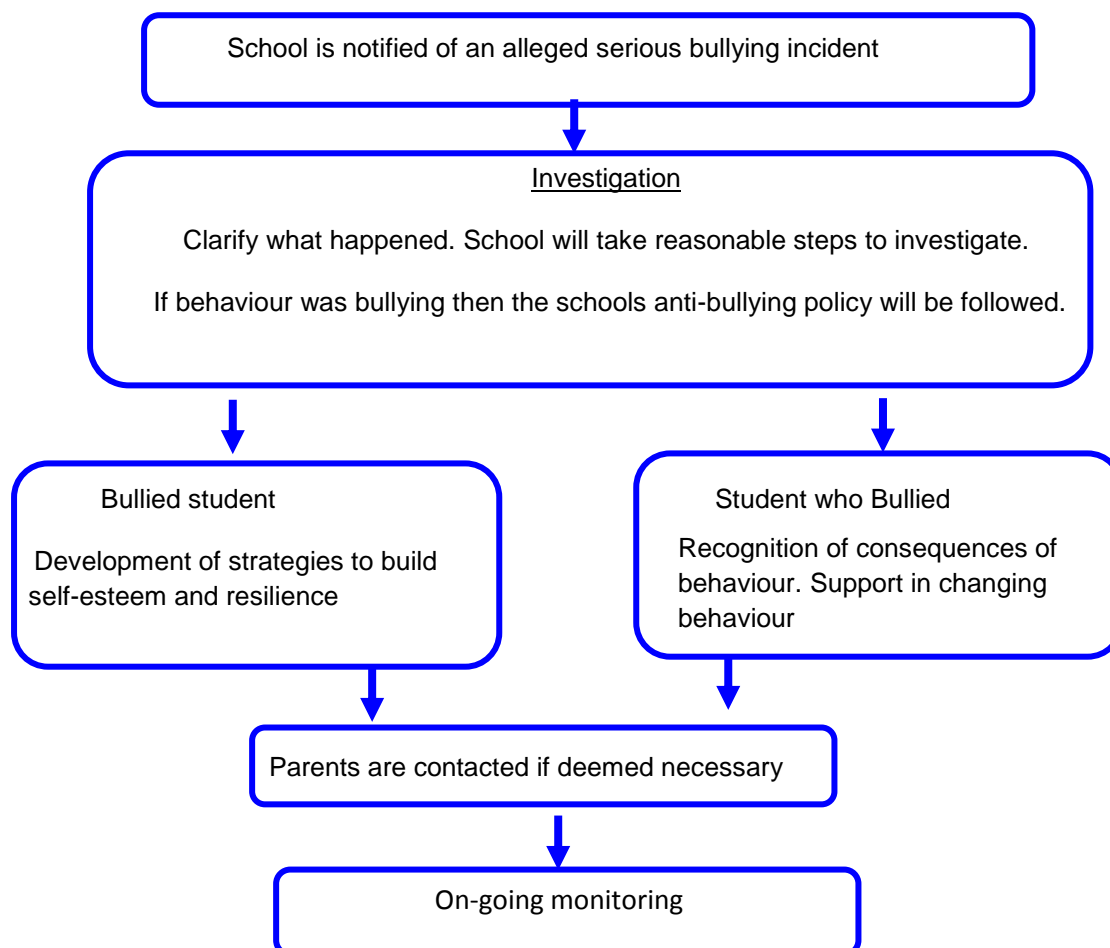
- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur.

## Prevention

A number of strategies are listed in this policy under the heading *Programs that Support Student Welfare/Good Discipline at Mudgee Public* to prevent bullying occurring at Mudgee Public.

It is essential however that the School is notified immediately should students, staff or parents/carers suspect the incidence of bullying behaviour.

## Response



Processes for dealing with bullying will include

- Investigation of the incidences of bullying to ascertain the situation.
- Processes implemented for students involved.
- School Counsellor and other support services as appropriate
- Parents notified
- Positive behaviours will be role modelled/reinforced
- On-going monitoring

Strategies and programs to support any student who has been affected by, engaged in bullying behavior could include

- PD/Health program
- Outside agency support
- School Counsellor, School Social Worker, School Chaplain.
- PBL strategies

## Monitoring, Evaluation and Reporting Requirements

Principals are responsible for:

- Implementing the policy within the school through staff and P & C meetings
- The school's Anti-bullying Plan being published on the schools website.
- Reporting annually to their school community on the effectiveness of the school's Anti-Bullying Plan

## Strategies for explicit teaching of dealing with Bullying Behaviour

### Victims

- Try to stand up for yourself in a positive way. Say "Stop, I don't like it!"
- Try to talk with the person I am having a problem with.
- Try making a deal or agreement with the other person.
- Ignore the situation and keep playing or working.
- Talk to a friend to get some ideas to make a decision.
- Get help from someone in my support group: family, teacher, school support team, school counsellor.
- Walk away and ignore the bully and places where the bullying occurs.

### Bystanders

- Students should be made aware that witnesses to bullying have a very powerful role to play. Early intervention can defuse conflict situations before bullying sets in or gets out of hand. Therefore the following suggestions have been made:
- Let the person doing the bullying know that what they are doing is bullying
- Refuse to join in with their bullying and walk away
- Support the student who is being bullied
- Ask a teacher or support person for help
- Support his/her friends and protect them from bullying by being there for them

### Parents and Caregivers

- Parents and caregivers have an important role when dealing with bullying.
- There are things you can do if you think your child is bullying others or being bullied?
- Talk to your child & encourage them to be open
- Talk to your child's class teacher
- Talk to your child's School Principal
- Talk to your child's School's Counsellor
- Call the Parenting line
- Call the Family Help line
- Accessing DEC resources on the public website about dealing with bullying issues.

This plan was developed in consultation with staff, parents and the community 2017