



Mawarra Public School

Discipline Framework (Revised 2023)

Mawarra Public School's discipline framework provides a scaffold for staff decision making around student behaviour. Every day at Mawarra PS, students are supported in a positive teaching and learning environment. We accept and acknowledge that every child makes mistakes and our job as educators is to support students in learning from mistakes by using positive language and open communication with parents and carers. This framework is not a black and white process- students, incidents and situations will not always fit into this framework. When dealing with behaviour at a school level, we look at the whole child and make decisions accordingly to ensure that every child is known, valued and cared for. The framework supports key stakeholders in their roles and responsibilities, so we can work in partnership to develop socially responsible young people who are capable of making informed decisions. At Mawarra Public School students are encouraged to follow the Positive Behaviour for Learning principles of *be safe, be respectful, be responsible and be a learner* in their daily interactions with staff and other students as well as in their own learning.


BE SAFE BE A LEARNER BE RESPECTFUL BE RESPONSIBLE						
LEVEL	EXAMPLES OF BEHAVIOURS	STUDENT RESPONSIBILITY AND EXPECTATIONS	TEACHER RESPONSIBILITIES	ASSISTANT PRINCIPAL RESPONSIBILITIES	PRINCIPAL RESPONSIBILITIES	PARENT RESPONSIBILITIES
GREEN LEVEL 0	The student is cooperative, follows expectations and is a safe, respectful, and responsible learner. The student is involved in all school activities. Teachable moments - Teachable moments happen regularly throughout the day. Breaking minor rules every now and again is part of the learning process. Teachers use positive language to support students in making positive choices.					
YELLOW Caution/ Warning LEVEL 1	The student is breaking minor rules regularly which is impacting on teaching and learning	<i>This is a warning level.</i> Parents will be informed in person or by phone if these minor behaviours are consistently impacting on teaching and learning.	- The classroom teacher will contact the parent to discuss concerns. - The teacher will record the incident and note parent communication in Sentral.	- If the student receives multiple notifications, the AP may be informed and will provide support.	- Provide advice and support where necessary.	- Parents discuss the behaviours with their child and set goals for positive improvement.
Some types of minor behaviour	<i>Classroom:</i> using an inappropriate tone when speaking to staff, speaking unkindly, talking when teacher is talking, not following simple instructions <i>Playground:</i> out of bounds, not being fair in a game, using an inappropriate tone with staff or students, speaking unkindly, not following simple instructions, rough (age appropriate) play.					

BE SAFE

BE A LEARNER


BE RESPECTFUL

BE RESPONSIBLE

LEVEL	EXAMPLES OF BEHAVIOURS	STUDENT RESPONSIBILITY AND EXPECTATIONS	TEACHER RESPONSIBILITIES	ASSISTANT PRINCIPAL RESPONSIBILITIES	PRINCIPAL RESPONSIBILITIES	PARENT RESPONSIBILITIES
<p>ORANGE Reflection LEVEL 2</p> <p>Reflection</p> <p>Call home</p> <p>Restricted playground</p> 	<p>The student is continuing to exhibit negative behaviour</p> <p>or</p> <p>The student is involved in an offence deemed serious</p>	<p><i>The student is referred to the Stage Supervisor.</i></p> <p>Communication: Parents are informed of the incident via phone call.</p> <p>Reflection: The student is placed on reflection for 1-3 days. During reflection, the student will reflect on their behaviour. This is a positive experience for the student. The student may bring a nominated support person (teacher or student) to support them during the process. Strategies will be put in place to support the student.</p> <p>Monitoring: An orange card will be completed and signed by teachers throughout the day. A restricted play area will be identified during reflection.</p> <ul style="list-style-type: none"> - After 5 days of positive behaviour, the student will return to Level 0. A support person is identified to assist the student - If behaviour has not improved, the student will remain at Level 2 for an extended period. - A Level 2 letter can be requested by a parent. 	<ul style="list-style-type: none"> - Investigate the nature of the incident and possible cause. - Communicate information to the Stage Supervisor. - Record the incident on Sentral. 	<ul style="list-style-type: none"> - Follow up investigations if necessary. - Call parent/s and communicate the incident and consequences. - Call any parent whose child was affected by the behaviour. - Make a follow up call when student returns to Level 0. - Refer the student to the Learning and Support Team and/or School Counsellor if appropriate. <p><i>Consider custody arrangements</i></p>	<ul style="list-style-type: none"> - Provide advice and support where necessary. 	<ul style="list-style-type: none"> - Discuss incidences/behaviour with teacher/AP and discuss the way forward with possible strategies. - Parents to verbally reinforce positive behaviours and how they impact on success at school. - Parents to discuss with their child about their time in reflection.
Some types of serious behaviours		<p><i>Classroom:</i> cyber harassment, swearing, disrespecting teacher/s, continued disengagement, behaviour that prevents another student from learning, throwing an object/s in the classroom, unsafe movement around the classroom, speaking rudely to staff, repeated racist remarks.</p> <p><i>Playground:</i> rough play that results in a student getting hurt, swearing, defiance, leaving school grounds without permission, harassment, stealing, disrespectful language, vandalism, inappropriate touching, pushing a child to the ground, invasion of privacy in toilets.</p>				


* Discretion of Principal in consultation with teaching staff.

BE SAFE BE A LEARNER BE RESPECTFUL BE RESPONSIBLE

LEVEL	EXAMPLES OF BEHAVIOURS	STUDENT RESPONSIBILITY AND EXPECTATIONS	TEACHER RESPONSIBILITIES	ASSISTANT PRINCIPAL RESPONSIBILITIES	PRINCIPAL RESPONSIBILITIES	PARENT RESPONSIBILITIES
<p>RED Withdrawal LEVEL 3</p> <p>Call home</p> <p>Reflection</p> <p>Restricted playground</p> <p>Possible withdrawal excursions, camps and representative activities*</p> 	<p>The student is continuing to exhibit negative behaviour</p> <p>or</p> <p>The student is involved in an event that is deemed very serious</p>	<p><i>The student is referred to the Stage Supervisor and Principal.</i></p> <p>Communication: Parents are informed of the incident via phone call.</p> <p>Reflection: The student is placed on reflection for 5 days (1st lunch and recess). During reflection the student will reflect on their behaviour. This is a positive experience for the student. The student may bring a nominated support person (teacher or student) to support them during the process. Strategies will be put in place to support the student.</p> <p>Monitoring: A red card will be completed and signed by teachers throughout the day. A restricted play area will be identified during reflection.</p> <ul style="list-style-type: none"> - After 5 days of positive behaviour, the student will return to Level 0. - If behaviour has not improved, the student will remain at Level 3 for an extended period. - A Level 3 letter can be requested by a parent. 	<ul style="list-style-type: none"> - Investigate the nature of the incident. Communicate information to the Stage Supervisor. - Record the incident on Sentral. 	<ul style="list-style-type: none"> - Follow up investigations if necessary. - Inform the Principal or delegate. - Update the incident on Sentral. Make a follow up call when student returns to Level 0. - Refer the student to the Learning and Support Team and/or School Counsellor, Police School Liaison Officer if appropriate. 	<ul style="list-style-type: none"> - Call parent/s and communicate the incident and consequence. - Call any parent whose child was affected by the behaviour. 	<ul style="list-style-type: none"> - Discuss incidences/behaviour with teacher/AP/Principal and discuss the way forward with possible strategies. - Parents to verbally reinforce positive behaviours at school and how they impact on success at school. - Parents to discuss with their child about their time in reflection.
<p>Some types of very serious behaviours</p>		<p>Placing themselves and/or others in danger, physical fighting/ aggression, accessing inappropriate material, highly inappropriate language, vandalism, persistent bullying after interventions and support, behaviours that breach the privacy of others, bringing or using banned substances to school.</p>				

* Discretion of Principal in consultation with teaching staff.

BE SAFE BE A LEARNER BE RESPECTFUL BE RESPONSIBLE

LEVEL	EXAMPLES OF BEHAVIOURS	STUDENT RESPONSIBILITY AND EXPECTATIONS	TEACHER RESPONSIBILITIES	ASSISTANT PRINCIPAL RESPONSIBILITIES	PRINCIPAL RESPONSIBILITIES	PARENT RESPONSIBILITIES
<p><u>SUSPENSION</u> <u>LEVEL 4</u></p> <p>The student is suspended from school.</p> 	<p>The student has breached the Department of Education's acceptable code of conduct.</p> <p>Student Behaviour Policy</p> <p>Student Behaviour Procedures</p>	<ul style="list-style-type: none"> - In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety, care and welfare of the student, staff and other students. - The duration of the suspension will be decided by the Principal in line with the policy. - Following the suspension, a suspension resolution meeting will be convened by the Principal to support the student upon return to school. - The student will be supported through a range of strategies which will be communicated to all stakeholders. 	<ul style="list-style-type: none"> - The teacher will inform the Principal directly of the incident or behaviour. 	<ul style="list-style-type: none"> - The Supervisor will inform the Principal directly of the incident or behaviour. - The Supervisor will record the incident on Sentral and EBS. 	<ul style="list-style-type: none"> - Investigate the incident thoroughly. - Work within the guidelines of the <i>Suspension and Expulsion of School Students Procedures document</i>. - Complete checklist Short Suspension Long Suspension - Contact parents of student/s who are involved. - Contact additional stakeholders if required (Director, Police, School safety hotline etc) 	<ul style="list-style-type: none"> - Parents cooperatively working with the school in resolving the matter. - Parents take responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the Principal.
<p>Types of Level 4 behaviours - in line with the suspension policy</p>		<p><i>Continued disobedience:</i> refusal to obey staff instructions, defiance, disrupting others. <i>Aggressive behaviour:</i> hostile behaviour directed at students or staff, damaging property, bullying, verbal abuse, racist statements. <i>Physically violent behaviour:</i> resulting in injury or whose violent behaviour seriously interferes with the safety & wellbeing of others. <i>Prohibited behaviour:</i> Possession of a firearm or other prohibited weapon, possession of illegal substance or supply of substance, use of alcohol or repeated use of tobacco/vape.</p>				

* Discretion of Principal in consultation with teaching staff.