

# Student Code of Conduct (Discipline)

## POLICY

### **Rationale:**

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

### **Aims:**

- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well-understood and logical consequences for student behaviour.

### **Implementation:**

- Our school is committed to procedural fairness and will develop, through a process of wide community consultation, a comprehensive Student Engagement Policy based upon the [Effective Schools are Engaging Schools - Student Engagement Policy Guidelines](#) the code of conduct, which outlines amongst other things, agreed behavioural expectations, responsibilities of all parties and management strategies.
- Our Student Wellbeing Policy will place significant emphasis on the development and recognition of positive behaviours. (Refer to Child Safety Standards in Office)
- All students who have issues will have individual learning improvement plans developed that include behavioural goals. Student individual academic reports will include details regarding student behavioural achievement.
- Positive Behaviour Strategies will be implemented via the DET coach.
- Peer mediation and peer counselling will be strategies employed to guide and develop student behaviour.
- Whole school rules will be negotiated with the community.
- We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
- Positive student behavioural achievement will be appropriately recognised and include out special reward days.
- An up-to-date database of student behaviour will be maintained via the app on staff phones.
- All staff will undertake professional development on student engagement, behaviour and discipline management.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership such as the Positive Behaviour Strategy program and Respectful Relationships.

- Parents will be kept informed, and actively encouraged to assist in the development of their children’s behavioural performance following the program.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals. Meetings with parents may be necessary.
- Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, and loss of privileges or suspension.
- At Mordialloc Beach Primary School, we believe in procedural fairness and prohibit corporal punishment.

**Evaluation:**

This policy will be reviewed annually as part of the school’s three-year review cycle.

This policy was last ratified by School Council in....	2019	
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Appendix: 1



# **Mordialloc Primary School**

**Student**

**Wellbeing**

**Management**

**&**

**Code of Conduct**

## Wellbeing and Management Overview

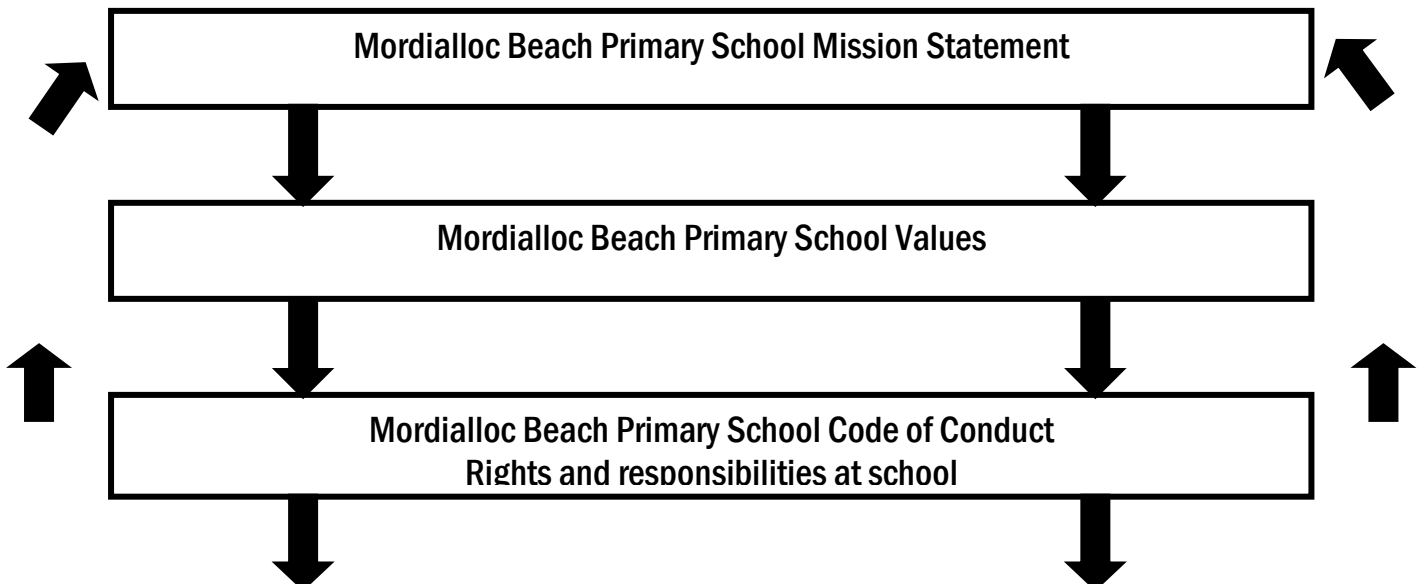
This program provides students with an outline and explanation of the Mordialloc Beach Primary School approach to wellbeing and management program.

It gives a clear, structured explanation of the expected behaviour of school students and outlines the consequences if that level of behaviour is not maintained.

It is not a program based on punishment - although consequences do exist - but is rather a program based on rights and responsibilities required to operate as valuable members of school and the wider society.

Contents	Page
School Wellbeing and Management Policy Statement	3
Student Rights and Responsibilities	4
Mordialloc Beach Primary School Student Code of Conduct	6
Discipline Levels - Information for parents	9
Implementation for Teachers	10
Level 1: placement information	11
Level 2: placement information	12
Level 3: placement information	13
Level 4: placement information	14
Level 5: placement information	15
Student Management and Practices	16
Roles and responsibilities	17

### Context



## Mordialloc Primary Discipline Levels

The levels form the implementation of the Codes of Conduct and Rights and Responsibilities in order to achieve the School Mission and Values

Please retain this booklet for your reference throughout the year

### Mordialloc Beach Primary School Mission

To work together to develop enthusiastic and creative learners who strive for excellence, whilst providing a warm, safe and caring environment where children practice personal responsibility, are encouraged to reach their potential and become life long learners.

### Wellbeing and Management Policy Statement

It is the policy of Mordialloc Beach Primary School to cater for the physical, intellectual, emotional and social well being of the individual and to work with each student to function as a useful and happy member of society

The students at Mordialloc Beach Primary School have the right to a safe and caring environment which promotes learning, personal growth and positive self esteem. They have the right to feel safe from verbal, physical and emotional abuse. The school is committed to providing this and each member of the school community has the responsibility to ensure that this occurs. (anti bullying policy)

The Mordialloc Beach Primary School Wellbeing and Management program is based on several clearly specified behaviour levels, each with its own implications and consequences for students.

It is based on 'Restorative Practices' which includes any response to wrongdoing where procedures are both supportive and limit setting. It is a new collaborative way of looking at justice that focuses on repairing the harm done to people and relationships rather than punishing offenders. It gives victims a voice and provides an opportunity for offenders to develop empathy.

#### Expected Outcomes

- a safe and happy learning environment
- a supportive school community
- students with a sense of personal responsibility, self reliance and self esteem
- students with a sense of self discipline

#### This policy encourages students to:

- be self disciplined
- act responsibly because each person is responsible for their own decisions
- respect the rights of others
- co operate with others in the school community
- seek help and advice when needed
- behave as a positive member of the school community by:
  - caring for others
  - being tidy in personal and work habits
  - dressing in correct school uniform
- form worthwhile relationships, valuing other people and respecting their differences
- develop their own interests and abilities

- confidence and resilience
- exercise the 'Habits of the Mind'

## **OUR RESPONSIBILITIES AT SCHOOL**

### **PLAYGROUND**

#### **1. WE PLAY CO-OPERATIVELY AND TREAT OURSELVES AND EACH OTHER WITH RESPECT.**

We speak nicely to each other avoiding name calling and mean comments

We are caring towards others, avoiding violence at all times

We respect other's right to hold opinions and beliefs different to our own.

We show good manners.

We praise others' efforts and avoid criticising them.

We are honest and trustworthy

We sing the National Anthem proudly

We remove our hats during the National Anthem

We try to make School a happy place for everyone.

We try to be clean and tidy at all times

We know that chewing gum is not to be brought to school.

We try to be on time.

We take care of each other, rather than use bullying behaviour i.e. we do not physically harm others, engage in name calling, deliberately exclude people from groups, hide their belongings or spread rumours about people.

We allow other children to play peacefully

We are considerate of others when playing, remembering to take turns, share and follow the game rules.

We take care to control our anger and/or frustration at all times.

We are good sports

#### **2. WE OBEY TEACHERS' AND HELPERS' DIRECTIONS IMMEDIATELY.**

We speak respectfully and courteously to everyone

We do not interrupt staff when they talking unless it is an emergency

**3. WE TAKE CARE NOT TO LITTER OR VANDALISE ANY PART OF OUR SCHOOL.**

We take responsibility for our own belongings and school property

We take care of our school and do yard duty as required

We respect our school environment i.e. we do not graffiti or litter

**4. WE PLAY SAFELY AND WE DO NOT THROW DANGEROUS OBJECTS.**

We play appropriate games on the oval; we do not kick balls on the asphalt area

We take care of the grounds and do not climb trees or play on garden beds

We use 'adventure playground' equipment correctly and safely

We stay away from dangerous objects and tell adults when glass or needles etc are in the playground areas

We play co operatively and do not participate in play fighting

We do not play with, pick up or throw sticks, sand, stones etc at each other

We respect our community and do not throw rubbish etc over neighbours fences

**5. WE PLAY IN SAFE AREAS**

We stay within the school grounds

We stay away from the car parks and from fence lines

We remain with supervising staff and stay within view at all times

We leave school at 3:30 pm and go straight home

**6. WE SEEK PERMISSION BEFORE ENTERING THE BUILDINGS**

**INDOORS**

We follow all classroom rules

We respect all children's right to learn

We show good manners

We take care to control anger and/or frustration at all times

We praise the efforts of others and do not use 'put downs'

We use correct language at all times

We speak respectfully and courteously to everyone

We obey staff, listen to instructions and promptly follow directions

We aim to do our best at anything we do

We wait until others have finished speaking, rather than interrupt them

We walk around the school buildings and corridors quietly

We keep loud voices for the yard

We only enter school buildings with permission

We use sports equipment only when approved by a teacher

We use all materials safely

### Student Code of Conduct

*The Student Code of Conduct is a component of Mordialloc Student Wellbeing Policy and Programs. It is based on non-violent assertion of basic human rights. Bullying and harassment are not accepted forms of behaviour and occur when someone uses their power to scare or hurt others.*

Students have the right to:

- **Be valued and treated with respect and courtesy**
- **Work and play without intimidation**
- **A secure environment where they are able to develop their talent, interest and ambition**
- **Expect parents to support the school in its efforts to maintain a productive teaching and learning environment**
- **Expect that the Principal and Staff will implement the code of conduct fairly, reasonably and consistently**
- **Be treated equally regardless of gender, race and religious beliefs**

**Responsibilities include:**

- **Behaving co-operatively and treating each other with respect**
- **Working and playing without intimidating others**
- **Working and playing safely and refraining from throwing dangerous objects**
- **Obeying staff and helpers immediately**
- **Taking care of the school – not vandalizing or littering**
- **Working and playing in designated safe areas**

**Values**

**The Mordialloc Beach Primary School Values document reflects the shared beliefs held by our students, staff and parents about what is desirable and worthy in school life and beyond school policies which are based on positive and thoughtful cyclical review processes**

**The values that form the basis of our teaching and learning program feature:**

<b><u>Inquisitiveness- striving to achieve</u></b>	<b><u>foster a love of learning in all children</u></b>
<b><u>Self confidence</u></b>	<b><u>acts with a belief that all children can and will learn and grow- the challenge for the school being to facilitate encourage and celebrate that learning and growth</u></b>
<b><u>Good Citizenship</u></b>	<b><u>a total commitment to the individual rights and obligations of all children, as stated in the Code of Conduct</u></b>
<b><u>Optimism</u></b>	<b><u>the development of self esteem, self-discipline and positive independent thinking and the ability to adapt to change</u></b>
<b><u>Cooperation</u></b>	<b><u>that the school will foster the values of mutual respect and acceptance of individual, racial, cultural and religious difference</u></b>
<b><u>Caring</u></b>	<b><u>that the school will foster respect for and acceptance of individuals with disabilities</u></b>
<b><u>Integrity</u></b>	<b><u>being a positive, honest role model for others who stands behind the decision they make and admits when they make a mistake</u></b>
<b><u>Connectedness</u></b>	<b><u>the understanding of the whole school community, that the school is a community resource.</u></b>



**Inquisitiveness-  
striving to achieve**

- **“Having a go”**
- **Practising at home**
- **Using time wisely**
- **Showing workings**
- **Making own choices not copying**
- **Learning from mistakes**
- **Asking questions to help find answers**
- **Producing good work- best quality, neat, correct spelling, as correct as possible**
- **Listening carefully**
- **In “talks”, speaking slowly & clearly**
- **Looking at person who is talking to me**
- **Sitting up straight**
- **Trying to make things better**
- **Always trying hardest/best work**
- **Using dictionaries when writing**
- **Controlling excitement, not disturbing others**
- **Concentrating**
- **Not giving up, persisting**

**Self confidence**

- **Thinking up activities for other students**
- **Suggesting ideas/ Adding on ideas and suggestions**
- **Being a self starter**
- **Seeing something dangerous and taking action**
- **Realising consequences before acting**
- **Thinking before speaking**
- **Asking for help when big or dangerous problems occur e.g. syringes**
- **Following routines without asking obvious questions**
- **Willingly to try/making a mistake before seeking help**

**Optimism**

- **Being proud of self**
- **Not worrying about criticism**
- **Trying my ‘best’, ‘having a go’, self confidence**
- **Ignoring others’ negative comments**
- **Being happy**
- **Believing things will be better**
- **Trying to improve**
- **Looking to future**
- **Being a ‘good sport’**
- **Recognising others effort, as well as achievement**

**Caring**

- **Being a friend**
- **Helping someone who’s hurt or sick by getting help**
- **Showing sympathy by being nice**
- **Helping those in trouble**
- **Asking someone to play**
- **If someone asks to play, letting them**
- **Not hurting others feelings**
- **Helping others to do work**
- **Inviting others into your game**

**Co-operation**

- **Playing games according to agreed rules**
- **Completing tasks on time**
- **Completing tasks which are agreed to**
- **Sharing with group, not excluding anyone**
- **Not arguing**

	<ul style="list-style-type: none"> <li>• <b><u>Offering assistance to those in need of help</u></b></li> <li>• <b><u>Not always wanting to be boss</u></b></li> <li>• <b><u>Doing what is asked of you</u></b></li> <li>• <b><u>Running to help those who need it</u></b></li> <li>• <b><u>Sharing 'goals', using teamwork in games</u></b></li> <li>• <b><u>Sharing, not being greedy</u></b></li> </ul>
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<b><u>Good Citizenship</u></b>	<ul style="list-style-type: none"> <li>• Being selected for school awards</li> <li>• Speaking nicely and politely to others</li> <li>• Using manners</li> <li>• Allowing privacy</li> <li>• Not interfering with games</li> <li>• Carrying out tasks</li> <li>• Fulfilling tasks to the best of ability</li> <li>• Picking up rubbish</li> <li>• Not littering</li> <li>• Eating in designated areas</li> <li>• Being an honest witness</li> <li>• Modelling by example in correct manner</li> <li>• Being proud by helping younger students</li> <li>• Telling younger children what is right and wrong to do</li> <li>• Lending a helping hand to someone in need</li> <li>• Being confident &amp; helping those in trouble</li> <li>• Being honest and telling the truth</li> <li>• Returning borrowed equipment on time and using equipment carefully</li> </ul>
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<b><u>Integrity</u></b>	<ul style="list-style-type: none"> <li>• <b><u>Standing by choice you make</u></b></li> <li>• <b><u>Telling the truth</u></b></li> <li>• <b><u>Accepting blame if appropriate</u></b></li> <li>• <b><u>Admitting you did something wrong</u></b></li> <li>• <b><u>Supporting friends</u></b></li> <li>• <b><u>Handing in lost items</u></b></li> <li>• <b><u>Sharing friends</u></b></li> <li>• <b><u>Being a positive senior role model for other students</u></b></li> <li>• <b><u>Being responsible - remembering task</u></b></li> </ul>
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<b><u>Connectedness</u></b>	<ul style="list-style-type: none"> <li>• <b><u>Follows school and community rules</u></b></li> <li>• <b><u>Attends school regularly</u></b></li> <li>• <b><u>Contributes to school and class activities</u></b></li> <li>• <b><u>Makes new people to the school and community feel welcome</u></b></li> <li>• <b><u>Wears school uniform with pride</u></b></li> <li>• <b><u>Represents school at community functions, interschool sport in a poitive way</u></b></li> </ul>
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**Preventative Programs**

Book of Challenges Awards Program House Captains House System Instrumental Music ISDES	1-6 Camping Program Religious Education Student Care and Supervision Talent Quest Trust Activities Values Program
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Life Education  
Lunchtime Incentive Program  
Lunchtime Leisure Activities  
Lunchtime Movies

## Intervention Programs

First Aid  
Pastoral Care  
Strong Student Wellbeing Approach  
Management and Support Programs  
Child Protection Procedures  
Guidance Officer/Student Counsellor/Speech etc

## Discipline Levels- Information for Parents

### Links with the 'You Can Do It' focus at Mordialloc Primary School

A Habit of the Mind is an automatic tendency of a person to think in a certain way. Within the levels of discipline you will find references to the displaying of positive and negative habits of the mind. The program aims to foster the positive habits of the mind and to help children recognise when they display the negative habits of the mind and reverse the effects. Young people, especially once they are made aware of their bad habits and as they grow older, can exert some significant control over their own way of thinking and behaving.

Bullying will not be tolerated. Bullying occurs when someone uses power to scare or hurt others. It can be done by an individual or by a group. School bullying is generally considered to include intimidation, abuse, threats, assault, purposeful exclusion from social events and deliberate property damage. Typically, bullying isn't restricted to one incident and a threat of recurrence over time is implied.

#### **Positive Habits of the Mind** - desirable

##### **Confidence**

Accepting Myself  
Taking risks  
Being Independent

##### **Persistence**

'I can do it'  
Giving Effort  
Working Tough

##### **Organisation**

Setting Goals  
Planning My Time

##### **Getting Along**

Being Tolerant of Others  
Thinking First  
Playing by the Rules

#### **Negative Habits of the Mind** -undesirable

##### **Low Self-Esteem/Anxiety**

Self-Downing  
Needing to be Perfect  
Needing Approval  
'I Can't Do It'

##### **General Work Avoidance**

I Can't Be Bothered  
Giving Up

##### **General Disorganisation**

Having No Goals  
Planning Time Poorly

##### **Rebelliousness/Anger**

Being Intolerant of Others  
Acting Without Thinking  
Being Intolerant of Limits

### **Process**

1. All students begin the Year on Level 2 regardless of what level they ended the previous year.
2. Students who need to be changed to a different level are referred to the Student Wellbeing Committee who make the final decision
3. When a student moves from one level to another her/his family will be notified either through direct contact or through receipt of certificates.

4. Students will move between levels according to details listed at each level.
5. Recognition of students who sustain Level 2 or move to Level 1 and/or show sustained improvement from Levels 3, 4 or 5 will be provided.

## **Implementation for staff**

### **1. Classroom teachers will maintain a student well being folder.**

#### The folder will include:

- a complete copy of the program
- separate plastic pockets for each student in the class.
- copies of certificates/letters for each behaviour level
- referral forms
- Incident Report Forms
- Student Wellbeing Conference Notices
- a class list to register number of incidences

#### Individual student pockets will include:

- Referral Forms with outcome of wellbeing committee findings,
- copies of Incident Report Forms with return slips stapled to them,
- copies of Student Wellbeing Conference Notices with return slips stapled to them
- information slips with change of family circumstance that may occur throughout the year

#### Individual student pockets will be handed on to classroom teacher for the next year.

### **2. Communication of student behaviour**

#### Playground incidences

- Incidences will be recorded in the Yard Duty Folder
- Yard Duty staff should inform class teachers of more significant misbehaviour as soon after the incident as is practical by issuing a communication slip to the relevant class teacher.
- Classroom teachers should allocate one APT session per week to check the class list and follow up where appropriate.
- Incident Report Forms should be completed as necessary
- Office Communication Forms will be issued when students arrive at the Office without being sent by Yard Duty staff. Otherwise it is the responsibility of the Yard Duty staff to communicate with the class teacher
- last yard duty teacher each day must take slips to the office for daily entry on the tracking program

#### Specialist Lessons

- Incidences will be recorded on a Specialist Communication Form and hand to class teacher as soon after the class as is possible and place a copy into designated box for recording
- Classroom teachers should allocate one APT session per week to follow up behaviour with the Specialist Teacher
- Office Communication Forms will be issued when students arrive at the Office without being sent by Specialist staff. Otherwise it is the responsibility of the Specialist Teacher to communicate with the class teacher.

### **3. Referral to the Student Wellbeing Committee**

- Referrals will occur predominantly from the classroom teacher who will have the most information about a student but a referral can be made by any Staff member.
- Referral forms are included in class Student Wellbeing Folders

-Outcomes of referrals will be issued to classroom teachers with a copy to the referee if this is not the class teacher

#### 4. Tracking of Student Behaviour

-Behaviour will be tracked and monitored through entering behaviours on a computer program and reviewing each week.

#### 5. Casual Relief Teachers

- The abridged version that is given to families will go into the CRT folders. Staff working in the same area should explain the program in more detail to facilitate understanding and fair implementation

## LEVEL 1

### Reasons for being placed on this level

You have been recognized as being a person who makes a very positive contribution to our school.  
You have consistently been a very good role model for your student peers.

#### **You Can Do It**

You have displayed the *You Can Do It* Foundations by:-

- Being confident in beginning new tasks or continuing when an assignment gets hard
- Persisting when the work is frustrating or boring until the work is completed
- Being organized in your management of assigned class work and homework
- Getting along and working cooperatively with others, by managing conflict and anger and following important school rules

#### You have exhibited:

- Continued excellent behaviour
- Outstanding work
- A sense of personal dignity and worth
- Self reliance
- A caring attitude towards others
- An ability to form satisfying and stable relationships
- A coherent set of values to guide behaviour
- A sense of personal and social responsibility for your own actions and decisions

You have received several commendations from a number of teachers.

### What happens on this level

Your parents will be informed of your level promotion.

Your family will be proud of you.

You will be proud of yourself and know you are making the most of every opportunity.

You will be appreciated by other students.

You may have a choice of some extra activities at school:

- Helping in a junior class for an afternoon
- Special lunchtime activity

You may be offered opportunities to represent our school at special functions

You will be promoted in our school community eg; in the school newsletter and local newspaper

You may be given privileges in the classroom or around the school as determined by the teacher

You will be presented with a Citizenship certificate .

#### **Parent or Caregiver Responsibility**

Your parent or care giver will celebrate your success and encourage you to maintain the high standards of behaviour and strong sense of responsibility which you have already attained.

## LEVEL 2

### Reasons for being placed on this level

Everyone is placed on this level at the beginning of the school year

#### **You Can Do It**

You display the *You Can Do It* Foundations of **Confidence, Organization, Getting Along, Persistence and Resilience**

You obey all school rules by following the Code of Conduct

You help to make Mordialloc a happy place, especially by being optimistic, doing your best and striving to achieve

### What happens on this level

You choose to cooperate with others

You are helpful and try to work with teachers and other students

You respect the rights of others

You will be appreciated by other students and be proud of yourself

#### **Parent or Caregiver Responsibility**

Your parent or care giver will celebrate your success and encourage you to maintain the standards of behaviour and strong sense of responsibility which you need to stay on this level

## LEVEL 3

### Reasons for being placed on this level

#### **You Can Do It**

Staff are worried about you.

You are displaying the 'Negative Habits of the Mind' and not the *You Can Do It* Foundations. (see page 9)

They are concerned that you are not getting along or cooperating.

A member of the Wellbeing Committee has been informed and will discuss the problems with you personally.

#### Perhaps you are doing one or more of these things:

- Trying to disrupt or upset the class which means that others cannot get on with their work
- Being rude or uncooperative to adults in class or in the playground
- Behaving badly or being out of bounds
- Not trying to get your work completed regularly
- Abusing your lunchtime / recess / sports arrangements
- Hurting other students:
  - physically
  - verbally

#### **TIME OUT**

- Time out during class time requires a child to spend time out of their own class, either in another classroom or the Principal's office.
- Time out at recess or lunch is spent supervised in a time out room

### What happens on this level

*Your parents will be notified by the Wellbeing Committee by:*

- telephone
- letter

You should talk to your parents and seek help from your teacher to help improve your behaviour.

You may be required to undertake civic duties.

You will be required to undertake time out over two days. Time out must be completed satisfactorily.

You may request through your teacher to take you back to Level 2 after 2 weeks of cooperation and attempting to improve your behaviour. Your class teacher will keep records on your behaviour.

You may only be permitted to participate in the following activities with supervision from a parent or guardian.

- Visiting performances
- Excursions
- Represent the school in teams or special activities

*If you are a Student Leader and it is your first time on this level you will be suspended from your leadership position until you return to Level 2. If it is your second time on this level, your position will be jeopardized. If a leader is placed on Levels 4 or 5, there will be an immediate review of your position.*

#### **Parent or Caregiver Responsibility**

Your parent or care giver will discuss your behaviour with you and will support the school in working with you to regain your position on Level 2. He or she will organise for supervision for excursions etc and any other support mechanisms that may be required and will maintain regular, positive contact with the school



## LEVEL 4

### Reasons for being placed on this level

You have continued to ignore the rights of others in the school. You have not taken an interest in the desire of others to help you. You have still not attempted to seek the help or advice of your teacher.

#### **You Can Do It**

You have not made any effort to display the *You Can Do It* Foundations of **Confidence, Organization, Getting Along, Persistence** and **Resilience** and continue to display the 'Negative Habits of the Mind' (see page 9)

#### You may be placed directly on to this level if you:

- Steal
- Injure another student
- Willfully destroy school property
- Verbally abuse another student
- Bully another student
- Are uncooperative for a Casual Relief teacher, aide or parent helpers
- Leave the school playground during school hours without permission

### What happens on this level

Your parents will be asked to attend a meeting with the Principal, Wellbeing representative, Class teacher and yourself.

You will be asked to think about consequences of being demoted to level 4

You may be excluded from your class and expected to complete school work elsewhere.

You may be withdrawn from the playground to a time out room

You will have no sporting visits, special in school activities or excursions while you remain on this level. You will be unable to attend camp if you are on this level at camp time.

You may be referred to the school Counsellor/Guidance Officer or other support staff for advice and / or assistance

Your behaviour will be closely checked and recorded. Consistent effort to improve your behaviour will be noted.

You may request a return to a higher level after 2 weeks of cooperation and improved behaviour and consultation with your teacher.

***If a Student Leader is placed on level 4 there will be an immediate review of your position by the school staff. Only through your efforts can you make sure that you return to a higher level.***

#### **Parent or Caregiver Responsibility**

Your parent or care giver will discuss your behaviour with you and will support the school in working with you to regain your position on Level 2. He or she will attend meetings, follow up recommended strategies, accept support and organise any other meetings or appointments that may be required and will maintain regular, positive contact with the school

## LEVEL 5

### Reasons for being placed on this level

#### **You Can Do It**

You have been unable to demonstrate any of the *You Can Do It* Foundations of **Confidence, Organization, Getting Along, Persistence and Resilience**.

Your effort and behaviour have been very poor and you are severely affecting the progress and comfort of others in the school.

You have ignored ALL attempts to help you. You have not tried to help yourself.

You take no responsibility for your actions.

You have not learnt to control your behaviour

You do not recognize the rights of others. You have shown that you do not want to fit in with others at school.

You have been completely negative about school and your own behaviour.

You have committed a violent act.

***Definition of Violence:*** Violence is any action that jeopardizes the safety and happy environment of the Mordialloc Beach Primary School community by causing physical or emotional stress to others.

### What happens on this level

After talking to you, your parents and school staff, the Principal may decide that:

You will be banned from all school functions.

You will be excluded from your class and required to complete school work in an isolated area.

You will be required to have different lunch times from the other students.

You may be suspended from school for a certain time

You will continue to be isolated from the classroom and playground. You will be unable to attend the camp if you are on this level at camp time.

You could be expelled from Mordialloc Primary School.

***To move from this level, you and your parents will be required to support your individual behaviour management program***

#### **Parent or Caregiver Responsibility**

Your parent or care giver will support your individual behaviour management program and discuss your behaviour with you. He or she will attend meetings, follow up recommended strategies, accept support and organise any other meetings or appointments that may be required and will maintain regular, positive contact with the school

## Student Management Practices and Processes

Rewards	Discipline
<p><b><u>School wide</u></b></p> <p>'You Can Do It' awards at lunchtime and recess            Verbal praise and written comment            Certificates, stickers and awards            House Points</p> <p><b><u>Specific</u></b>  <b><u>Prep</u></b>            Raffle tickets:- <i>When students demonstrate good behaviour they receive a ticket. A draw is held sometime in the week and a prize is give to the student whose name is drawn.</i></p> <p><b><u>Year 1/2</u></b>            Raffle tickets:-            Reward Selection:- Paper Clips- <i>When students demonstrate good behaviour they are given a paper clip that is attached to a class list. When 3 clips are collected the student can choose a reward from a list. The rewards have been previously negotiated with the class and include free time, computer time, writing on the whiteboard.</i>            Class Points System:- <i>A collective tally of points are given as the group is seen to work cooperatively and productively. When an agreed total has been met, the group receive a reward.</i></p> <p><b><u>Year 3/4</u></b>            Whole class reward system            Buddy Points:- <i>Students nominate someone they believe has been a good friend/buddy whose name goes into a draw. The student whose name is drawn out has Buddy Bear on their table, wears a badge and keeps a bookmark.</i></p> <p><b><u>Year 5/6</u></b>            Paper Clips -'You Can Do It':- <i>Behaviours and successes are linked to You Can Do It statements and the Positive Habits of the Mind. Once several have been collected they can be traded for paper clips.</i>            Incentives based on themes:- <i>100 signatures are collected for admission to the end of year Challenge Day. Dollars are earned as income for small business ventures as part of economy unit of work.</i>  <i>Theme based Tokens of various values are earned over a period of time towards an agreed goal.</i></p>	<p><b><u>School wide</u></b></p> <p><b><u>Assertive Discipline Principles</u></b></p> <ol style="list-style-type: none"> <li>1. Name on board</li> <li>2. 20 pieces of paper</li> <li>3. Alternative to Play</li> <li>4. Detention</li> <li>5. Removed from room</li> </ol> <p>Alternative to Play (ATP) has 2 levels – 1 for incomplete work and homework; 2 for misbehaviour. Misbehaviour is the criteria for movement of levels</p> <p><b><u>Classroom system leads to Alternative to Play (ATP)</u></b>            3 ATP within 3 weeks lead to lunch time detention            3 lunchtime detentions within 5 weeks leads to after school detention</p> <p>Removal from yard or class constitutes an ATP or a detention</p> <p>Emergency Clause overrides all other steps and parent/ guardians will be contacted</p> <p>Time Out within the classroom            Time Out in another classroom            Civic duties i.e yard clean up            Removal of privileges            Incident reports to parents            Counselling            Wellbeing Conferences            In school suspension            Suspension from school            Expulsion from school</p>

Recognition of students who sustain Level 2 or move to Level 1 and/or show sustained improvement from Levels 3,4 or 5.

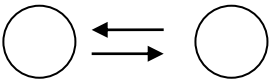
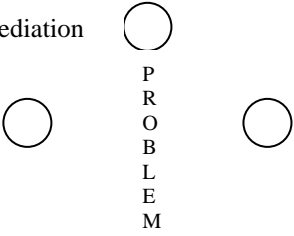
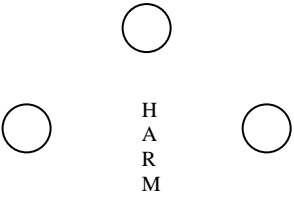
Twice a term students will receive some sort of incentive and recognition of sustained good behaviour or sustained improved behaviour. Incentives may include extra recess time, a special excursion or picnic or some type of prize.

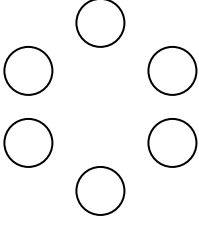
## Restorative Practices Processes at Mordialloc

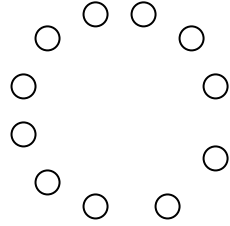
INFORMAL

FORMAL

<b>Affective Statements</b>	<b>Affective Questions</b>	<b>Small Impromptu Conference</b>	<b>Small Group</b>	<b>Large Group</b>	<b>Formal Conference</b>
All Staff	All Staff	All Staff	All Staff	C.T./W.C.	Trained Facilitators

Response	By	In response to	Examples of Practices used
 Restorative discussion	<b>Classroom teachers</b> <b>Specialists</b> <b>Yard Duty Teachers</b> <b>(All Staff)</b>	Minor disruptions Minor student worries Minor Yard Incidents Worried parents Challenging situations	<b>Affective Statements</b> <b>Affective Questions</b>
Mediation  P R O B L E M	<b>Classroom Teachers</b> <b>Specialists</b> <b>Yard Duty Teachers</b> <b>(All Staff)</b>  Admin Support if needed	1st low & 2nd level disruptions Middle level Consequences Yard Incidents Removal From Lessons Student Conflict Staff/parent conflict Staff/student conflict Staff conflict	<b>Affective Statements</b> <b>Affective Questions</b> <b>Small Impromptu Conference</b> <b>Small Group</b>
'Victim/Offender' Mediation  H A R M	<b>Classroom Teachers</b> <b>Specialists</b> <b>Yard Duty Teachers</b> <b>(All Staff)</b>  Admin Support if needed	1st low & 2nd level disruptions Middle level Consequences Yard Incidents Removal from lessons Student Conflict Staff/parent conflict Staff/student	<b>Affective Statements</b> <b>Affective Questions</b> <b>Small Impromptu Conference</b> <b>Small Group</b>

 <p>Small &amp; Large Problem-solving circle</p>	<p><b>Classroom Teachers</b>  <b>Specialists</b>  <b>Yard Duty Teachers</b>  <b>Whole class</b>  <b>Whole Staff</b>  <b>(All Staff)</b></p> <p>Admin Support if needed</p>	<p>conflict  <b>Staff conflict</b></p> <p>Suspension Re-entry meetings  2<sup>nd</sup> level disruptions  Middle Level Consequences  Yard Incidents  Removal from lessons  Class issues  Staff issues  Team issues</p>	<p>Affective Statements  Affective Questions  Small &amp; Large Impromptu Conference  Small &amp; Large Group</p>
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Response	By	In response to	Examples of Practices used
 <p>Formal Restorative Conference</p>	<p><b>Trained facilitator</b></p>	<p>Serious Bullying Incidents  Serious issues involving incidents of harm towards any member of our school community</p>	<p>Pre Conference Interviews  Formal Conference</p>

“If there is a weak link in the conflict resolution framework.... it is the fact that there is no consistent whole school approach to conflict. Different members of staff deal with student-student conflict in different ways.” (Bitel and Rolls 2000, p.79)

## Roles and Responsibilities

### Student Wellbeing Committee

The Student Wellbeing Committee has representation of Principal, teaching staff, support staff and specialist input from the Guidance Officer /Counsellor. These people are professionally trained to assist and advise your child when needed. They are always ready to listen to the child’s ideas and feelings and will contact parents when necessary.

The Wellbeing Committee meets fortnightly and acts on the referrals and recommendations of staff. It makes decisions about student placement on appropriate discipline levels. The committee will also make recommendations for special privileges and determine requirements for individual pupils. The committee is responsible for maintaining records and communicating committee decisions to parents. These may be as follows:

- A warning letter may be sent home to alert parents that their child is at risk of being demoted
- A demotion letter will be sent home to explain to parents why this action has been taken. An explanation of the new level will be included.

### Guidance Officer /Counsellor

The Guidance Officer / Counsellor are trained specialists whose role is to help students who have behavioural, emotional, social or academic problems. They may also provide staff and parents with ideas and support.

### Parents

Parents will be informed of the school wellbeing and discipline program. Parents will also be encouraged to actively support their children's own individual interests co-jointly with all aspects of school life. Parents are encouraged to contact the school at any time to discuss their children's progress and wellbeing.

### Principal or Nominee

The Principal provides leadership and direction in student wellbeing and discipline at Mordialloc Primary School, working consultatively with the Student Wellbeing committee and other staff. The Principal is the contact for the Department of Education and Employment. They encourage an atmosphere that allows all students to achieve their personal best in all areas of school life. They have the power to take immediate action in situations where serious student misbehaviour occurs

### Community Agencies

Community agencies may be called upon by the school to assist any students experiencing problems that are seriously affecting their learning or their life in general. The agencies have skilled people who, with parents' permission, are able to help with professional advice