

POSITIVE BEHAVIOUR POLICY

The Athelstone School positive behaviour policy reflects the golden rule of ‘treat others as you would like them to treat you’. This is part of the *Play is the Way* social and emotional learning methodology and centres around respecting others and developing positive relationships, a key value of the Athelstone School community. We believe the *Play is the Way* methodology with a restorative practice approach best supports students to achieve their personal best socially, emotionally and academically.

Aims of this policy:

- Students will be supported to develop positive strategies for learning in recognition of its significance as a lifelong skill.
- To provide a safe, happy and friendly environment where members of the school community feel a sense of belonging.
- To enable staff and parents/caregivers to support students with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful learning atmosphere.
- To provide a clear and fair approach to behaviour that is applied consistently throughout the school.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our students are intrinsically motivated to do the right thing because it is the right thing to do.
- To promote emotional literacy through restorative practices that link emotions to events.
- To utilise a restorative rather than punitive approach whenever possible.

Students are encouraged to accept ***responsibility*** for their own behaviour and learning.

A partnership of ***cooperation*** exists between staff, students and parents/caregivers which establishes consistent expectations and consequences related to student behaviour.

Therefore, we expect that based on our core school value students will:

- Be respectful: treat others as you would like them to treat you.

CLASSROOM MANAGEMENT

Classroom teachers establish and implement restorative practices with students at the beginning of the school year as an essential component in the achievement of a learning environment that is conducive to effective learning.

The Restorative Approach:

- Respect – for everyone by listening to other opinions and learning to value them.
- Responsibility - taking responsibility for your own actions.

- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Restorative Processes:

- Discussion about what happened, how people felt and the impact on those involved.
- Decisions made about how to restore things and make them right again.
- Develop a plan moving forward.
- Identify logical consequences should the problem arise again.

A Positive Behaviour flow chart is attached which includes the range of class and school consequences for inappropriate behaviour.

YARD BEHAVIOUR CODE

This is based on safety, acceptable conduct and boundaries.

Boundaries

Students can only enter the following areas under adult supervision:

Classrooms and corridors
Sports shed
Front of school
Behind transportable area

Garden areas
Car parks and driveways

Safety

The following activities are considered unsafe:

Running around buildings
Playing after the siren sounds at break times
Running when siren sounds
Kicking balls on paved areas/hard play surfaces
Being in areas designated 'out of bounds'

In and around toilet blocks
Throwing objects in an unsafe manner
Climbing on retaining walls
Riding bikes, skateboards, scooters,
on the school grounds

Conduct

Unacceptable behaviour includes:

Harassment of any kind (e.g. teasing, put downs)
Spitting, fighting, tackling, rough play, bullying
Hurting others
Offensive language (swearing and verbal abuse)
Bullying behaviours including online physical and social forms.

Vandalism
Taking food onto the oval and/or playgrounds
Littering
Not following teacher directions

Choosing to not follow the Yard Behaviour Code will result in one or more of the following, depending on the nature of the incident:

- Reminder
- Walking with teacher
- Restricted Yard Play (for repeatedly not following the yard behaviour code)
- Take home (Serious or repeated incidents) to be recorded on EMS.

Acceptable behaviour at Athelstone School is reflected in:

- *Safe play*
- *Care for the environment*
- *Respect and care for others and property*

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