School Discipline Policy

Our Vision
Angle Vale Primary School, with the school community, is committed to support all students to become successful learners, confident and creative individuals, and active and informed citizens.

Our Mission
Each student has the opportunity to work in a safe, supportive and challenging learning environment, engage in learning programs that include the following capabilities:
- Critical and creative thinking
- Ethical understanding
- Information and Communication Technology (ICT)
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Our Aims
The Angle Vale Primary School’s Discipline Policy provides a framework to ensure that:
- Students are learning and Educators are teaching.
- Staff and students work within a relational and restorative framework.
- Through explicit teaching and learning, we develop social responsibility and willingness to make amends, restore and strengthen relationships.
- Parents, students and staff work collaboratively to provide a consistent and just approach to development and management of student behaviour that takes into account the different needs of individual students.

Our Values

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Honesty</th>
<th>Respect</th>
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<tbody>
<tr>
<td>Be prepared to try new things</td>
<td>Tell the truth</td>
<td>Treat self, others and property</td>
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<tr>
<td>Know your choices</td>
<td>Have a strong work ethic</td>
<td>with care and respect</td>
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<td>Be prepared to seek help</td>
<td>Be honest about giving effort</td>
<td>Be cooperative and include others</td>
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<td>Be a positive role model</td>
<td>Be proud of your achievements</td>
<td>Respect that school is a place of learning</td>
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<td>Use power positively</td>
<td>Take responsibility for your own actions</td>
<td>Communicate respectfully and use a person’s</td>
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<td>Show persistence</td>
<td>A fair go for all</td>
<td>name</td>
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<td>Show resilience when things</td>
<td>Encourage others</td>
<td>Look after school belongings but leave</td>
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<td>are down</td>
<td>Develop trust in relationships with others</td>
<td>valuables at home</td>
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<td>Have the confidence to show</td>
<td></td>
<td>Move around the school calmly</td>
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<td>generosity to others</td>
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Be prepared to try new things
Know your choices
Be prepared to seek help
Be a positive role model
Use power positively
Show persistence
Show resilience when things are down
Have the confidence to show generosity to others

Tell the truth
Have a strong work ethic
Be honest about giving effort
Be proud of your achievements
Take responsibility for your own actions
A fair go for all
Encourage others
Develop trust in relationships with others

Treat self, others and property with care and respect
Be cooperative and include others
Respect that school is a place of learning
Communicate respectfully and use a person’s name
Look after school belongings but leave valuables at home
Move around the school calmly
### Classroom Behaviour Expectations

**Expectations**
All classrooms develop class rules and consequences using a similar approach. This involves student participation and negotiation. Class rules always support students to work in a safe, engaging and respectful learning environment.

**Range of responses to appropriate behaviour include:**
- In class learning
- Positive comments, points, stickers, rewards etc.
- Assembly awards
- Informing parents of students’ successes

**Consequences for inappropriate behaviour include: (recorded by the Teacher)**
- Reminder
- Buddy Class
- Kept in
- Leadership – Restorative response

**Consequences for serious, inappropriate behaviour include: (recorded in EDSAS)**
- Leadership – spoken to or timeout admin
- Take home
- Internal suspension
- Suspension
- Referral to the Behaviour Support Team and other agencies

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### Yard Behaviour Expectations

**Expectations**
Rules for yard behaviour are developed to ensure that all school areas are safe, supportive and allow for creative play during break time. Teachers will communicate any inappropriate behaviour to an appropriate person.

**Range of responses to appropriate behaviour include:**
- Having the opportunity to play safely and respectfully with peers
- Enjoying a range of areas throughout the school

**Consequences for inappropriate behaviour include: (recorded by the Teacher)**
- Yard-managed response eg time out on bench, walk with teacher, Community Service or restricted area during playtime
- Leadership – Restorative response

**Consequences for serious, inappropriate behaviour include: (recorded in EDSAS)**
- Leadership – spoken to or timeout admin
- Take home
- Internal suspension
- Suspension
- Referral to the Behaviour Support Team and other agencies

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This policy is guided by the
DECD – School Discipline Policy 2007

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Endorsed by Governing Council November 2015
Review Date November 2018