

# Angle Vale Primary School

Building our bridge to the future

Learning to know  
Learning to do  
Learning to get along

## 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

Confidence	Honesty	Respect
<ul style="list-style-type: none"> <li>● Be prepared to try new things</li> <li>● Know your choices</li> <li>● Be prepared to seek help</li> <li>● Be a positive role model</li> <li>● Use power positively</li> <li>● Show persistence</li> <li>● Show resilience when things are down</li> <li>● Have the confidence to show generosity to others</li> </ul>	<ul style="list-style-type: none"> <li>● Tell the truth</li> <li>● Have a strong work ethic</li> <li>● Be honest about giving effort</li> <li>● Be proud of your achievements</li> <li>● Take responsibility for your own actions</li> <li>● A fair go for all</li> <li>● Encourage others</li> <li>● Develop trust in relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>● Treat self, others and property with care and respect</li> <li>● Be cooperative and include others</li> <li>● Respect that school is a place of learning</li> <li>● Communicate respectfully and use a person's name</li> <li>● Look after school belongings but leave valuables at home</li> <li>● Move around the school calmly</li> </ul>

## 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

## 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

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

Endorsed by Governing Council November 2015  
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