



POSITIVE BEHAVIOUR EXPECTATIONS

National Administration Guideline 5- Health & Safety

Background to Policy:

Ridgeview School promotes a culture of high expectations where positive behaviour and learning thrives. Our expectations for behaviour are intrinsic to Ridgeview's Values and Key Competencies, so students become positive and responsible citizens both in and out of school.

Policy Statement:

Ridgeview School recognises that students, teachers and the community have a right to a safe, respectful working and learning environment which values inclusion and diversity. Students and staff take responsibility for their own actions and show courtesy and respect for others and the environment. Positive relationships are nurtured through shared understanding and partnership with parents, teachers and children of our behaviour expectations and processes.

At Ridgeview school, we aim to manage behaviour in a positive way. Our focus is to build and maintain a respectful relationship with and between all children so that conversations for the purpose of redirection are learning focussed, reflective, and restorative, with appropriate consequences as necessary, resulting in repair and positive change.

Ridgeview School does not tolerate bullying. Bullying (as defined by the MOE) is deliberate, involves a power imbalance and has a repetitive or threatening nature that can cause physical or psychological harm. Bullying is one particular form of aggressive behaviour and can be covert or overt in nature. Bullying can be physical, verbal, social, emotional and / or online (cyber). Types of bullying may also include; racist, children with special needs, homophobic, sexual harassment.

We believe;

- Everyone has the right to be safe
- Everyone has the right to learn and work to the best of their ability
- Everyone has the right to be treated with dignity and respect

Policy Implementation:

- The school's behaviour procedures and processes shall be logical, fair, restorative, and implemented consistently within an environment in which mutual respect is a chief tenet.
- Clearly defined behaviour expectations are communicated and understood by staff and students
- Communication between home and school is timely, relevant, and informative, to ensure a clear understanding of perspectives and processes engaged
- A series of stepped consequences are in place to address behaviour and restore relationships. Consequences are dependent on the level, the context, and the frequency of the incidents or behaviour, will define which form of response or consequence, personnel involved, and parent communication
- Staff will teach and use a range of behaviour management strategies. School expectations and boundaries are modelled, taught and explored with students
- Students appreciate the right of others to learn and work in a safe and secure environment
- Staff will be given opportunities for professional development to support and guide students with challenging behaviour

RIDGEVIEW SCHOOL BOARD OF TRUSTEES POLICY




- Restorative practices;
 - ☐ are used to develop student awareness of behaviour decisions and impact on others
 - ☐ are used to help unpack an event, identify the cause of the behaviour, understand different perspectives and the impact of actions, and implement an agreed strategy to address any impact
 - ☐ identify ways of managing a situation for a positive outcome
 - ☐ help develop a whole school positive social culture
 - ☐ help students to be positive and responsible citizens in their lives at home and school


This policy is set for review every three years .

This policy will be reviewed as per the Board's Effectiveness Review Programme

Confirmed by the Board of Trustees on: 14 October 2019 (date)

The planned review date will be: 14 October 2022 (date)


Chairperson


Principal