



Positive Behaviour Policy

Immanuel Primary School uses Restorative Practices to develop and maintain positive relationships, resolve conflict and prevent harm. This restorative approach addresses wrongdoing with a focus on repairing harm and restoring relationships. It enables those who have been harmed to have a voice, and for those responsible to acknowledge the impact of their behaviour and take action to make it right.

The purpose of the Positive Behaviour Policy is to provide a safe and caring environment that fosters positive relationships, which promotes learning and wellbeing for all students.

Immanuel Primary School Values include:

- Respect
- Flourish
- Serve

The value of respect underpins who we are as a school and how we think about and treat ourselves, others and the environment. Students who are part of a respectful community have every opportunity to flourish.

A Positive Behaviour Approach aims to:

- assist students to develop positive relationships
- develop effective social and emotional skills in students
- guide students to responsibly manage their own behaviour with respect for the rights and needs of others
- maintain an environment in which each student's right to security, learning, personal growth and self-esteem is affirmed
- eliminate the occurrence of disrespectful and bullying behaviour
- assist students to recognise and value forgiveness.

Whole School Positive Behaviour Culture:

At Immanuel Primary, we have the right and responsibility to respect ourselves by:

- learning and using restorative processes to resolve problems and restore relationships at play
- being organised and prepared to learn
- actively participating in all learning engagements

- feeling and being safe
- learning about safe behaviours and how to protect ourselves
- having safe people to talk to at school.

At Immanuel Primary we have the right and responsibility to respect others by:

- following class agreements
- including others and being included
- being spoken to and speaking respectfully
- being listened to and listening to others
- solving problems in a restorative way
- being told the truth and being honest.

At Immanuel we have the right and responsibility to respect the environment by:

- using play equipment and spaces correctly
- respecting the school environment and property
- respecting our own and others personal belongings
- looking after and having personal belongings protected.

Immanuel Primary School develops Positive Behaviours in students and a positive school culture through the following proactive and preventative measures:

- collaboratively developing learning and play Essential Agreements, in classes, specialist areas and outdoor areas, based on the whole school value of respect (self, others and the environment)
- explicitly teaching social and self-management skills
- explicitly teaching about bullying and harassment and how to prevent it
- participating in regular class culture and relationship building engagements (eg. Circle Time)

If inappropriate behaviour occurs, students are supported by the following interventions:

- teachable moments and affective statements
- restorative chat (incidental)
- restorative conversation
- formal restorative conference
- alternative approach to breaches of behaviour plan/agreements

[\(refer to the Positive Behaviour Intervention Flow Chart for more detail\)](#)

At Immanuel we work collaboratively with parents in achieving a positive school culture by:

- working together in developing children's social and emotional competencies, wellbeing and achievement
- communicating regarding school expectations related to restorative practices
- communicating regularly and working with parents regarding student behaviour

Benefits of a Positive School Culture with a Restorative approach:

- a safe and supportive learning environment is provided for all students
- increased academic instructional time for students
- improved social climate of the school
- members of the learning community feeling equipped to manage relationships positively and constructively
- increased numbers of students displaying positive behaviours
- support for students, teachers and families which is matched to their needs
- consistent delivery of effective programs and practices that are sustained over time.

Appendix

[Bullying Prevention and Intervention Policy](#)

[Student Discipline Policy](#)

[Suspension/Expulsion Policy](#)