Rationale:
Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Aims:
• To build a school environment based on positive behaviour, mutual respect and cooperation.  
• To manage poor behaviour in a positive and professional manner.  
• To establish well understood and logical consequences for student behaviour.

Implementation:
• Our school will develop, through a process of wide community consultation, a behaviour management process which outlines amongst other things, agreed behavioural development and management strategies.
• Our behaviour management process will place significant emphasis on the development and recognition of positive behaviours.
• All students will develop individual learning plans that include behavioural goals.  Student individual academic reports will include details regarding student behavioural achievement.  
• The school will deliberately engage the services of successful young people as guest speakers or workshop facilitators etc to act as positive role models.  
• Whole school rules will be negotiated with the school community.  
• We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.  
• Positive student behavioural achievement will appropriately recognised.  
• All staff will periodically undertake professional development on student behaviour and discipline management.  
• The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.  
• Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs, focussing upon agreed goals.  
• Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension.  
• Parents will be kept informed, and actively encouraged to assist in the development of their children’s behavioural performance.

Evaluation:
This policy will be reviewed as part of the school’s three-year review cycle.