



Atwell College Behaviour Policy

Atwell College provides high quality teaching and learning experiences that empower students to become successful lifelong learners and resilient, prosocial citizens. We foster a safe and inclusive learning environment where every student experiences a strong sense of belonging and acceptance, supported by clear and consistent expectations to show respect, strive to achieve and be responsible.

This policy aligns with the Department of Education's Student Behaviour in Public Schools Policy and outlines the expectations, systems and supports that promote positive behaviour and engagement across the college. It works alongside the Atwell College PBS Handbook and the Good Standing Policy to ensure a consistent and cohesive approach to student behaviour.

Atwell College is a Positive Behaviour Support school, and our values guide behaviour, relationships and decision making across the college.

Our Values

Show Respect

We value self respect, respect for others and respect for the environment.

Strive to Achieve

We value the pursuit of knowledge and striving to achieve our highest potential.

Be Responsible

We value social and civic responsibility.

These values are explicitly taught, modelled and reinforced through our Behaviour Matrix and PBS systems.

Central to this policy is the promotion of positive student behaviour, recognising that this is essential to engagement in learning and to maximising the impact of classroom teaching. Positive behaviour reflects a student's competence and capacity, within the context of the Atwell College expectations and values, to:

- establish and build positive relationships
- develop empathy for others and understand relationships
- recognise and regulate emotions
- make responsible decisions
- work effectively with others
- respond to challenging situations in constructive ways.

The aim of this policy is to create a positive teaching and learning environment based on consistent high expectations and high care, where the wellbeing of all students, staff and community members is actively protected and supported. Our objective is to provide an education that enables every student to achieve their potential, with experiences that support them to develop the knowledge, skills and strategies required to thrive as learners and as resilient, prosocial citizens.

Within this context, behaviours of concern are understood as behaviours that are challenging, complex, or pose a risk of harm to the individual, others, or the environment, and therefore require a planned and responsive approach. This includes behaviour that may be a manifestation of disability and reinforces our commitment to providing appropriate support, reasonable adjustments and targeted intervention.

Definitions

Behaviour

“Behaviour” refers to the way in which a student responds to a particular situation or stimulus within the school or wider community.

“Multi tiered systems of support” is a whole school approach that holistically considers student needs and provides tiered, interconnected interventions so that students receive the appropriate level of support. This includes targeted and intensive support that is individualised and delivered alongside effective case management for students with complex behaviour support needs.

“Positive behaviour” reflects a student’s competence and capacity, within the context of the Atwell College expectations and values, to:

- establish and build positive connections with adults and peers
- develop empathy and understand relationships
- recognise and regulate their emotions
- make responsible decisions
- work effectively with others, and
- respond to challenging situations in constructive ways.

“Restorative approaches” are a way of thinking and interacting that place relationships at the centre of all actions and decisions. They are characterised by empathy, responsiveness to need, and a focus on using conflict as an opportunity for learning and growth, while building accountability and supporting processes to repair harm.

“Behaviours of concern” are behaviours that are challenging, complex, or pose a risk of harm to the individual, others, or the environment, and therefore require a planned and responsive approach. This includes behaviour that may be a manifestation of disability and reinforces the need for appropriate support, reasonable adjustments and targeted intervention.

“Case management” is a collaborative process through which stakeholders assess, plan, implement, coordinate, monitor and evaluate the supports required to meet a student’s needs.

Tiers of Support

Atwell College implements a multi-tiered system of support that holistically considers student needs and provides tiered and interconnected interventions, ensuring students receive the appropriate level of support. We collect and monitor behaviour data to encourage positive behaviour choices across the college and to respond effectively to behaviours of concern at each level of support.

Tier 1: Primary Prevention (Universal)

Tier 1 responses are universal, preventative and proactive approaches designed to meet the needs of all students in all settings. The college promotes positive behaviour and maintains safe and respectful learning environments through whole school systems and practices, including Good Standing. All students are engaged in a social behaviour curriculum that supports the development of shared expectations and consistent language across the school community. This includes clear processes for teaching, modelling, encouraging, monitoring and responding to behaviour, alongside teaching and learning environments that support success for all students. These approaches meet the needs of the majority of students.

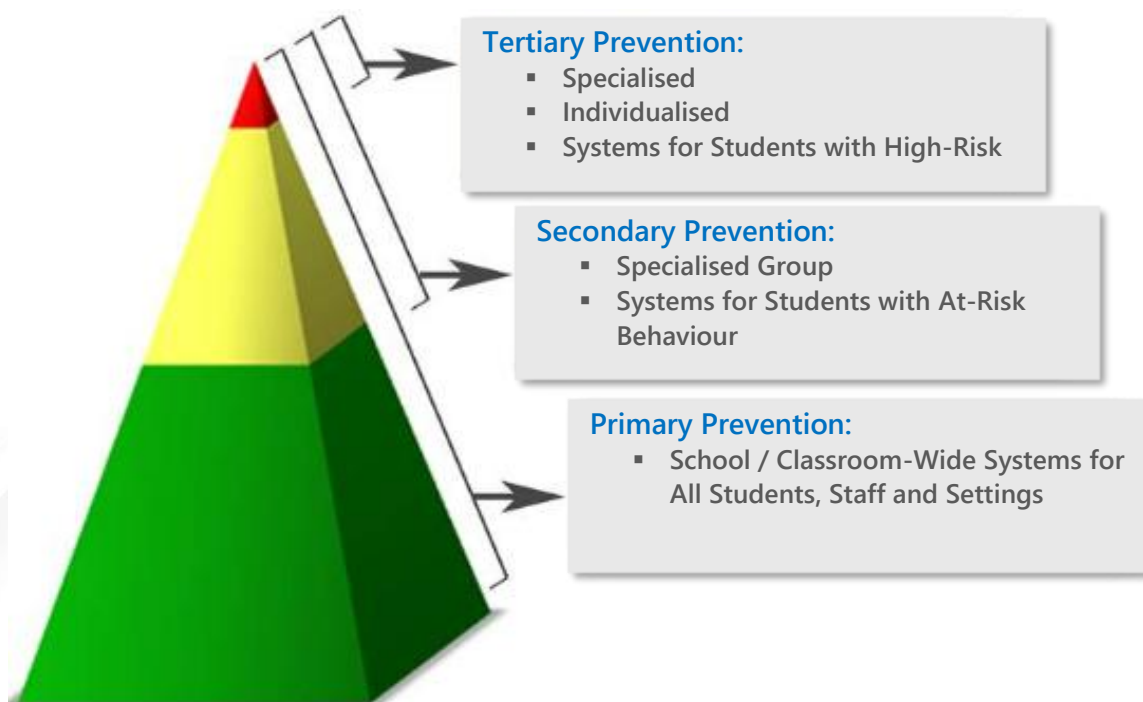
Tier 2: Secondary Prevention (Targeted)

Tier 2 responses provide targeted support for students who require more than the universal supports available through Tier 1. The college implements a range of supplementary strategies to support students displaying emerging or persistent behaviours of concern. These responses are more focused and intensive, supporting students who may be at risk of disengagement or whose progress has not improved through universal supports alone. Tier 2 supports are designed to provide additional structure, guidance and intervention to enable students to re-engage successfully in learning.

Tier 3: Tertiary Prevention (Individualised)

Tier 3 responses provide intensive and individualised support for students with complex needs where Tier 1 and Tier 2 supports have not been sufficient to achieve sustained positive outcomes. These supports are highly specialised and are delivered through individual planning and coordinated case management. This includes collaboration with families, staff and external agencies where appropriate, to ensure a consistent and responsive approach that supports the student's wellbeing, engagement and long term success.

Continuum of School Wide Instructional and Positive Behaviour Support



Good Standing

All students at Atwell College begin each school year with **Good Standing**, which provides access to a range of school privileges, including extracurricular activities, representation opportunities, and special events. Good Standing reflects a student's commitment to positive behaviour, regular attendance, and active engagement in learning.

Students maintain their Good Standing by:

- demonstrating positive behaviour in class and during breaks
- meeting expectations for attendance, punctuality, and uniform
- following school rules and codes of conduct, including digital technologies and online behaviour policies
- engaging positively in learning and demonstrating a consistent work ethic

A student may lose their Good Standing if concerns arise regarding behaviour, attendance, or academic engagement. Loss of Good Standing results in the immediate removal of privileges, including participation in extracurricular activities and school events. Serious breaches, including suspension, result in an automatic loss of Good Standing.

When a student loses their Good Standing, they may be placed on a monitoring sheet that targets the specific area of concern. This process supports the student to rebuild positive habits and demonstrate sustained improvement. Parents and caregivers are informed whenever Good Standing is removed.

Students who lose Good Standing are supported by Student Services to regain it. In most cases, Good Standing is restored after a period of approximately five weeks, during which the student must demonstrate consistent improvement in behaviour, attendance, and engagement. The monitoring sheet remains the central tool for tracking progress and supporting the student's return to Good Standing.

Responding to Positive Behaviours

At Atwell College, we actively acknowledge and encourage the behaviours we expect from students. Educational research consistently demonstrates the importance of specific feedback in helping students understand what they are doing well. Just as students require clear feedback to improve academically, they also need explicit, positive feedback to learn and strengthen the social behaviours that support success at school and in life.

Encouragement Guidelines for Staff

Staff use encouragement intentionally and consistently to reinforce expected behaviours. Effective encouragement is:

- **Clear and specific** — Describe the behaviour observed so students understand exactly what they did well. Avoid referencing past mistakes or making predictions about future behaviour.
- **Sincere and age relevant** — Provide genuine feedback that matches the student, the context, and the situation.
- **Private when needed** — Know your students well enough to differentiate how feedback is delivered. Some students appreciate public recognition; others find it uncomfortable or unhelpful.
- **Authentic** — Staff should use their own natural style to communicate encouragement, particularly with older students who value authenticity.
- **Balanced** — Aim for a ratio of approximately **5:1 positive to corrective interactions**, ensuring students experience far more reinforcement than correction.

PBS Points

Positive behaviours are acknowledged through our PBS points system, which reinforces the behaviours outlined in our Atwell College Behaviour Matrix.

- **PBS points are awarded frequently** and aligned directly with the expected behaviours in the matrix.
- Points are **recorded in Compass**, allowing staff to track patterns and enabling Student Services to use this data in regular reviews.
- Students can **exchange points for items** from the PBS Shop, providing a tangible and motivating reinforcement system.

The consistent use of positive feedback and PBS points strengthens our school culture, promotes prosocial behaviour, and ensures students feel recognised for meeting expectations.

Atwell College Behaviour Matrix



Behaviour Expectations

ATWELL COLLEGE

	SHOW RESPECT	STRIVE TO ACHIEVE	BE RESPONSIBLE
LEARNING AREAS	<p>We</p> <ul style="list-style-type: none"> • Demonstrate mutual respect and use appropriate language at school. • Allow others to learn without disruption. • Create and maintain a safe learning environment. • Use manners. 	<p>We</p> <ul style="list-style-type: none"> • Strive to improve. • Actively engage in all learning activities. • Complete and submit all tasks by the due date. • Celebrate progress and achievement. 	<p>We</p> <ul style="list-style-type: none"> • Use equipment and facilities safely and appropriately. • Arrive at class on time. • Attend all classes every day.
SCHOOL GROUNDS	<p>We</p> <ul style="list-style-type: none"> • Follow staff instructions. • Take care of our college grounds and facilities. • Treat others with kindness and care. • Are accepting of others. 	<p>We</p> <ul style="list-style-type: none"> • Support our peers to be their best. • Maintain good standing. • Use the college resources to enhance learning. • Seek support when needed. 	<p>We</p> <ul style="list-style-type: none"> • Wear the college uniform correctly. • Report any damage to college grounds or facilities. • Work with others to resolve conflict without aggression. • Act safely with self and others.
COMMUNITY	<p>We</p> <ul style="list-style-type: none"> • Represent our college positively. • Treat members of the community respectfully. • Take care of community property. • Are polite and well mannered. 	<p>We</p> <ul style="list-style-type: none"> • Are leaders in the community. • Participate in college and community programs to the best of our ability. • Represent our college with pride. 	<p>We</p> <ul style="list-style-type: none"> • Follow society's rules and laws. • Demonstrate appropriate social behaviour. • Act in a safe manner in the community.

We provide high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

Behaviour Expectations



ATWELL COLLEGE

	SHOW RESPECT	STRIVE TO ACHIEVE	BE RESPONSIBLE
LEARNING AREAS	<p>We</p> <ul style="list-style-type: none"> Use our manners. Allow others to learn without distraction. Keep our learning area tidy. 	<p>We</p> <ul style="list-style-type: none"> Try our best! Focus on our learning. Celebrate our achievements! 	<p>We</p> <ul style="list-style-type: none"> Use resources appropriately. Arrive at class on time. Attend school every day.
SCHOOL GROUNDS	<p>We</p> <ul style="list-style-type: none"> Follow instructions. Pick up our rubbish. Use school property safely. Treat others with kindness and acceptance. 	<p>We</p> <ul style="list-style-type: none"> Help others. Ask for and accept help. 	<p>We</p> <ul style="list-style-type: none"> Wear correct uniform. Use our strategies. Stay on the college grounds.
COMMUNITY	<p>We</p> <ul style="list-style-type: none"> Represent our college positively. Access community property safely. Use our manners. 	<p>We</p> <ul style="list-style-type: none"> Participate in college and community activities. Represent our college with pride. 	<p>We</p> <ul style="list-style-type: none"> Follow rules and laws. Act safely in the community.

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Responding to Behaviours of Concern

Behaviour is never viewed in isolation from a student's history, individual capacity, or context. These factors are considered when analysing and responding to behaviour concerns, alongside the impact of the behaviour on others. Atwell College reflects societal expectations by explicitly teaching young people what is desirable and expected behaviour, while building a culture that promotes positive conduct and respectful relationships. Our responses to behaviours of concern are solution-focused and aim to repair harm and restore relationships.

When students demonstrate behaviours that are not aligned with college expectations, staff incorporate restorative principles to remind students of expected behaviours, restore good order, and rebuild relationships. Responses take into account the social, cultural, and historical contexts that may influence a student's behaviour. Our focus is to support, correct, and teach through restorative practices that address harm, strengthen relationships, and provide students with opportunities to reflect on their decisions and actions.

As part of responding to behaviour concerns, staff will investigate and document incidents in Compass. Every reasonable effort is made to establish the facts using procedural fairness and restorative approaches. CCTV footage may be accessed where appropriate. Parents and caregivers are engaged when necessary to collaboratively resolve issues and prevent escalation.

Students exhibiting behaviours of concern may face one or more of the following outcomes:

- **Buddy referral**
- **Lunch, recess, or after-school detention**, subject to reasonable adjustments for the student's needs
- **Withdrawal from class or activities**
- **Suspension**
- **Loss of Good Standing**

Related Documents

This policy is to be read in conjunction with the following Atwell College documents:

- Atwell College Good Standing Policy
- Atwell College Uniform Policy
- Atwell College Mobile Phone Policy
- Atwell College Bullying Policy
- Atwell College PBS Handbook