



POSITIVE RELATIONSHIPS POLICY

Rationale:

Gold Creek School promotes positive relationships as the foundation of quality learning and wellbeing. This policy encompasses all key stakeholders at Gold Creek School and the way in which we collectively uphold the vision and the mission of our school. As an International Baccalaureate (IB) school we embed the Learner Profile Attributes to develop a school culture that celebrates diversity. We develop a strong learning community whereby each person's well-being is nurtured through belonging, respectful relationships with others, being accepted and valued and by being positively engaged in the learning community. The school has high expectations of all members of the school community to positively contribute to school culture.

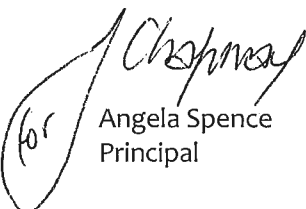
Aims:

The school community:

- recognises the role positive relationships play (teacher, students, parents and carers) in improving student engagement and quality learning
- adheres to the Education Directorates Safe and Supportive Schools Framework to support inclusive practices where young people feel connected and respected, achieve success and are fully engaged in education
- provides a means for resolving behavioural/relational matters in a positive, inclusive and restorative manner
- encompasses and reflects National and ACT initiatives related to student wellbeing and student engagement
- encompasses and reflects the IB Learner Profile Attributes, and
- engages in learning opportunities to meet the needs of all community members.

Implementation:

- Staff, students, parents and carers, have a shared responsibility for upholding the high expectations set for learning and for behaviour at Gold Creek School.
- Early intervention and prevention is supported through inclusive relationships and positive partnerships within the school community.
- A case management approach is implemented to support and promote respectful relationships in ways that are relational in nature and promote restorative practice.
- Student wellbeing and engagement in learning are strengthened by the explicit connections to the IB Learner Profile and through Social and Emotional Learning (SEL).
- Positive Behaviours for Learning (PBL) are explicitly taught to foster high expectations for behaviour and engagement in our learning community.


for Angela Spence
Principal


for Michael Rush
Board Chair

School Board Issue Date: 2019	Review Date: 2022
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Related Document: Safe and Supportive Schools Policy

