Year 7 Positive Behaviours Programme

Goals
• Being inclusive.
• Acting fairly and justly.
• Standing up for someone who is being treated unfairly.
• Encouraging each other.
• Taking responsibility for one’s own behaviour.
• Having positive attitudes.
• Respecting each person’s property.
• Accepting each other’s differences.
• Being supportive of each other.
• Not spreading gossip.

Activities
There are a range of activities which signify the launch of each goal. These activities are designed to stimulate thought (and action) about the desired behaviours, using games, role-plays, reflections, collages and more.

Review
The programme is reviewed annually and amended as required to ensure we continue to cater for the needs of our students.

The programme may be viewed as a code of conduct, of rights and responsibilities, for the classroom, the playground and beyond.
A Values-Based Programme

Safe schools are underpinned by core values in teacher and peer relationships – values such as caring, respect for others, co-operation and valuing diversity (National Safe Schools Framework, 2005; National Framework for Values Education in Australian Schools, 2005). The more students are connected to family, peers, school and teachers the better equipped they are to make values-based decisions. Explicitly teaching students values helps them to develop habits of thinking, feeling and acting that positively influence how they behave towards others.

Toni Noble
Core Components of a School-wide Safe School Curriculum

What is the Year 7 Positive Behaviours Programme?

As part of our overall approach to student wellbeing, and in line with the School’s Strategic Directions, Year 7 girls undertake an eight week programme to develop positive behaviours. The aim at this critical stage of Senior School is to establish a culture and consciousness amongst the students which will act as a foundation for an enduring set of behavioural values as they continue their educational experiences at Ruyton.

We ask all girls to commit to the behavioural expectations inherent in the programme which are expressed in the form of 10 key goals. ‘Ownership’ of the programme is enhanced through having the Year 7 students help to set these goals, using a specially designed survey.

The programme may be viewed as a code of conduct, of rights and responsibilities, for the classroom, the playground and beyond. Students undertake to learn and practise the values and qualities inherent in the 10 goals. This gives them a clear framework for positive behaviour, for knowing what is acceptable and what is not. It also gives a standard against which any behavioural problems can be measured and dealt with accordingly.

This is the context in which the Year 7 Positive Behaviours Programme has been developed.