



| Our Values | Expectations of All | Aspirant Leaders | Leaders |
|------------------------------|--|--|--|
| Care for Myself | <ul style="list-style-type: none"> • Go to library if at school before 8:40 • Be ready to learn – eg. have my equipment ready • Do my best • Wear appropriate clothing • Be on time • Keep trying when things get hard • Be active – eg. do morning fitness every day • Be involved, eg. Join in groups • Make safe choices | <ul style="list-style-type: none"> • Help set up and pack up equipment • Look after my health – food, exercise and sleep • Show gratitude, eg. Three things I am grateful for every day • Celebrate each success | <ul style="list-style-type: none"> • Go to the library before school and help to make others feel welcome (play games with them, read books to them etc). • Look after my physical and mental health: Develop habits and strategies for wellbeing, follow my passions, ask for help when I need it... • Set goals – short, medium and long term |
| Care for Others | <ul style="list-style-type: none"> • Be safe to be around • Use kind words • Let others learn • Listen to others while they speak • Share • Let others play • Be a good friend • Invite students to play • Move safely around the school | <ul style="list-style-type: none"> • Let others join in our game • Random acts of kindness • Ask my friends – ‘Do you need any help?’ • Ask my teacher – ‘Does anything need doing?’ • Engage in ‘Restorative Process’ to help solve a conflict • Get help if needed | <ul style="list-style-type: none"> • Ask others – RU OK? • Sometimes help out in the playground – help younger kids deal with issues / conflict and get help from an adult if we need it • Spot and praise good behaviours • Lead sports games at recess or lunch and include anyone who wants to play |
| Care for Environments | <ul style="list-style-type: none"> • Look after my things • Keep my spaces tidy • Build safely eg, cubbies only with sticks from the ground • Put my rubbish in the correct bin • Put my food scraps in compost bins • Look after the equipment | <ul style="list-style-type: none"> • Find a spot in the classroom that needs tidying and sort it out • If something needs doing, sort it out without being asked • Pack up sports equipment • Help with compost • Help with nude food project • See rubbish and pick it up | <ul style="list-style-type: none"> • Help design and create learning spaces • Help set up and pack up sports equipment • Lead composting /nude food • Come up with a new environmental project and help run it |



Care Strategy



School Vision: Empower and embrace a culture of opportunities for success.

Principles

These are the **principles** that guide us:

- Display school and classroom expectations
- Ensure the students are aware of positive and negative consequences
- Set consistent and achievable standards
- Promote a positive learning environment
- Prepare and deliver lessons engaging, differentiated lessons
- Use positive reinforcement for appropriate behaviour
- Ensure that every child is given the opportunity to earn and receive acknowledgement of their worth
- Use low key responses to undesirable behaviours

We adhere to the key principles of **restorative practice**:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness are key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Positive Consequences

Intrinsic Motivation: Opportunity to learn and contribute, building relationships, pride and more.

Extrinsic Motivation: Feedback, Stickers, Individual / Group points, Faction points, Certificates, Visits to the Leadership Team, Opportunities to display work, Special roles in the school or classroom

Negative consequences

- Low Key responses
- Loss of privileges
- Loss of good standing
- Withdrawal
- In school / home suspension



Processes for responding to unacceptable behaviour

Our focus is on building relationships and creating positive learning environments. When students are not following expected behaviours, the following processes are to be followed.

| Classroom | Playground |
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| <p>Level 1 (Not following school or class behaviour expectations)</p> <ul style="list-style-type: none"> ○ Low key responses ○ Reminder of expected behaviour ○ Warning followed by a second warning ○ If not resolved, proceed to Level 2 | <p>Level 1 (Not following school or class behaviour expectations)</p> <ul style="list-style-type: none"> ○ Low key responses ○ Reminder of expected behaviour ○ Warning followed by a second warning ○ If not resolved, proceed to Level 2 |
| <p>Level 2 (Swearing, repetition of behaviour, breaking equipment, intimidation of others)</p> <ul style="list-style-type: none"> ○ In class break or quick break (5 mins) in buddy class or wet area ○ Teacher facilitates restorative justice process where appropriate ○ Inform Class Teacher, inform Deputy, document incident on Integris and contact parent. ○ If behaviour continues, proceed to Level 3. | <p>Level 2 (Repeat of behaviour, swearing, pushing another student, interfering with others)</p> <ul style="list-style-type: none"> ○ Walk with duty staff for 5 – 10 minutes ○ Duty Teacher (or Class Teacher if students need time to calm down) Restorative process (What happened? Who was affected and how? What can we do to resolve the problem?) ○ Inform class teacher at end of break ○ Class Teacher to input on Integris ○ If behaviour continues, proceed to Level 3. |
| <p>Level 3 (Ongoing verbal intimidation of others, physical harm to others, having dangerous items in possession, abusing staff, leaving school grounds)</p> <ul style="list-style-type: none"> ○ Alert Deputy ○ Leadership Team applies appropriate intervention which could include withdrawal, loss of privilege, or suspension, followed by loss of Good Standing ○ Deputy documents on Integris ○ Deputy informs parents and teachers | <p>Level 3 (Intentionally harming another student, abusing staff, having dangerous items in possession, leaving school grounds)</p> <ul style="list-style-type: none"> ○ Alert Deputy ○ Deputy to intervene ○ Leadership Team applies appropriate intervention which could include withdrawal, loss of privilege, or suspension followed by loss of Good Standing ○ Deputy documents on Integris ○ Deputy informs parents and teachers |

Good Standing




Good Standing provides a system that assists in ensuring that our students maintain a satisfactory level of attendance, academic participation and behaviour. Good Standing procedures are a mandatory requirement for all public schools. They are developed to reflect individual school contexts to encourage positive student behaviour, reiterate the need to take personal responsibility for our actions and to support children to reach their educational potential.

Good Standing compliments the West Leeming pastoral care processes and works in conjunction with our school's behaviour management procedures. It reinforces the standard of behaviour and engagement expected by our school community. Good Standing is a status that all students at West Leeming automatically achieve. Maintaining Good Standing is an incentive for students as it enables them to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program. Loss of Good Standing occurs as a result of high level behaviour incidences that result in suspension or withdrawal from class and/or ongoing low level misbehaviour in class and in the playground.

Maintaining and regaining Good Standing status requires a student to:

- Adhere to the school classroom and playground rules
- Display appropriate attitude and effort in all aspects of their learning
- Complete class work, homework and assessments as requested by their teacher
- Behave in a way that is appropriate and inclusive of staff and student rights
- Maintain satisfactory attendance and punctuality (including after break periods)
- Adhere to West Leeming Primary School dress code

Ultimately, Good Standing aims to encourage all students to take responsibility for their actions and to reach their academic potential. It also allows students who maintain good standing to be recognised in a positive way.

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| <p>Status – In Good Standing</p> <p>Students are able to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.</p> |  |
| <p>Status – Danger Zone</p> <p>Students will be able to participate in additional classroom and school activities but not interschool activities. Classroom and school privileges and responsibilities will also be restricted.</p> |  |
| <p>Status – No Good Standing</p> <p>Students will not be permitted to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.</p> |  |

Students who move out of Good Standing will have this recorded on their DoE behaviour record, with their status reviewed every week. Where behaviour has improved and no further consequences have been enforced, Good Standing will be reinstated. Good Standing is also reinstated at the beginning of each term. Class teachers are responsible for monitoring Good Standing status and working with the leadership team where students do not regain their Good Standing after two weeks.