

Care Strategy

Care and Behaviour Management Processes

June 2022

CARE STRATEGY

Our Values	Expectations of All	Aspirant Leaders	Leaders
Care for Myself	<ul style="list-style-type: none"> Go to library or undercover area if at school before 8:40 Be ready to learn e.g. have my equipment ready Do my best Wear appropriate clothing Be on time Keep trying when things get hard Be active – e.g. do morning fitness every day Be involved, e.g. Join in groups Make safe choices 	<ul style="list-style-type: none"> Go to library or undercover area if at school before 8:40 Help set up and pack up equipment Look after my health - food, exercise and sleep Show gratitude, e.g. Three things I am grateful for every day Celebrate each success 	<ul style="list-style-type: none"> Go to the library or undercover area 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 e.g., 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 Care signs around the school
- Classroom behavior and care expectations, relevant to each developmental stage, developed in each class at the beginning of the year - displayed in the classroom and shared with parents. See examples of expectations on previous page.
- Ensure the students are aware of positive and negative consequences
- Set consistent and achievable standards
- Promote a positive learning environment
- Prepare and deliver 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, recognition in the newsletter or on the website, opportunities to display work, special roles in the school or classroom

Negative Consequences

- Low Key responses and general classroom care and behaviour management by classroom teachers
- Maximum of five minutes time in class with teacher at break time
- Maximum of five minutes in neighbouring classroom
- School based consequences including loss of privileges, loss of Good Standing, detention (as determined by leadership team), in school withdrawal, home suspension (as determined by the principal)

Individual Student Needs

The school takes into consideration individual circumstances and works with external agencies, such as psychologists, to support individual student's behavioural needs. If required, a personal plan is created to support the student which may lead to consequences deviating from the Level 1 to 4 stated.



CARE STRATEGY

Processes for responding to unacceptable behaviours

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

Classroom	Playground
<p>Level 1 (Not following school or class care behaviour expectations)</p> <ul style="list-style-type: none"> Low key responses, e.g. proximity Reminder of expected behaviour Warning followed by a second warning If not resolved, proceed to Level 	<p>Level 1 (Not following school or playground care behaviour expectations)</p> <ul style="list-style-type: none"> Low key responses, e.g. proximity 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 (where required) Class teacher to document incident on Integris (Department record keeping system) Teacher may inform parents of children involved, depending on individual needs If behaviour continues, proceed to Level 3 	<p>Level 2 (Swearing, repetition of behaviour, breaking equipment, intimidation of 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) implement 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 document on Integris Teacher may inform parents where children involved, depending on individual needs 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 and students, leaving school grounds)</p> <ul style="list-style-type: none"> Alert Deputy Leadership team applies appropriate intervention which could include detention, loss of privilege, withdrawal, or suspension, followed by loss of Good Standing Deputy documents on Integris Deputy informs parents and teachers of students involved 	<p>Level 3 (Ongoing verbal intimidation of others, physical harm to others, having dangerous items in possession, abusing staff and students, leaving school grounds)</p> <ul style="list-style-type: none"> Alert Deputy Deputy to intervene Leadership team applies appropriate intervention which could include detention, loss of privilege, withdrawal, or suspension followed by loss of Good Standing Deputy documents on Integris Deputy informs parents and teachers of students involved
<p>Level 4 (Major incidents that impact the safe and orderly operation of the school)</p> <ul style="list-style-type: none"> Alert Principal Leadership team applies appropriate intervention. This may include consequences, outlined in Level 3. Leadership team records incident using the DoE incident notification system. Leadership team informs parents and teachers of the students involved in the incident. Additional follow-up actions may be instigated, depending on the incident. This may include briefing all staff, notification to the wider school community, additional support (e.g. student services team, school security, police, DoE Support Services). 	

CARE STRATEGY

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 care and 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.

<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>	

The Principal, or delegate in their absence, has the authority to withdraw Good Standing. 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.

Review Date: Semester 1, 2024