

## Care Strategy: Positive Behaviour Support, Wellbeing and Engagement

### Our School Vision

At West Leeming Primary School, we empower and embrace a culture of opportunities for success.

### Purpose Statement

The Care Strategy is designed to foster a safe, inclusive, and supportive environment that emphasises positive behaviour, student wellbeing, and learning engagement. By prioritising these elements, the strategy empowers students to reach their full potential, enhancing both their engagement and the effectiveness of teaching. Building a culture of positive behaviour is a shared responsibility, supported collaboratively by families and allied health services. Aligned with Department of Education policies, the Care Strategy provides a holistic framework to nurture each student's educational and personal growth.

### Guiding Principles of the Care Strategy

The Care Strategy is designed to promote positive behaviour, engagement, and wellbeing, aligning with the Department of Education's *Teaching for Impact* framework. Its core principles include:

- **Positive School Culture:** Cultivating a welcoming environment that fosters connections and a sense of belonging.
- **High-Quality Teaching:** Delivering instruction that builds on student strengths and drives achievement.
- **Supportive Teacher-Student Relationships:** Nurturing relationships that enhance wellbeing and engagement.
- **Culturally Responsive Teaching:** Meeting the needs of a diverse student population through inclusive and culturally aware practices.
- **Proactive Support:** Identifying and addressing individual student needs effectively.
- **Clear Behaviour Standards and Whole-School Systems:** Establishing consistent expectations, promoting positive behaviour, and implementing restorative practices.
- **Family and Community Partnerships:** Strengthening collaboration with families and the wider community to enhance learning and wellbeing outcomes.

### Restorative Approach

Our Care Strategy is built on a restorative approach to behaviour, focusing on fostering positive actions and supporting students' social and personal growth. This approach emphasises proactive strategies to prevent issues, guiding students to take responsibility for their actions while nurturing empathy and positive relationships among students, teachers, and families. In our classrooms, restorative practice helps students self-regulate, act with kindness, and respect others. This method teaches accountability, enabling students to understand the impact of their actions.

West Leeming's restorative approach is committed to:

- **Prioritising Relationships and Empathy:** Building connections through understanding and compassion.
- **Viewing Conflict as a Learning Opportunity:** Encouraging accountability and personal growth.
- **Positive Relationships:** Making positive relationships the foundation of educational experiences.
- **Collaborative Engagement and Fair Decision-Making:** Maintaining a respectful dialogue with students to ensure fair and transparent processes.
- **Reducing Harm and Enhancing Engagement:** Minimising the impact of conflict and promoting positive behaviour.
- **Providing Opportunities for a Fresh Start:** Supporting students in moving forward positively after challenges.
- **Empowering Teachers in Relationship-Building:** Recognising the pivotal role teachers play in establishing and restoring student connections.

## Care Strategy: Positive Behaviour Support, Wellbeing and Engagement

Restorative Questions for Wrongdoers	Restorative Questions for Those Affected by Wrongdoing
<ol style="list-style-type: none"> <li>1. What happened, from your perspective?</li> <li>2. What were you thinking and feeling at the time?</li> <li>3. How do you think your actions affected others?</li> <li>4. What can you do to make things right?</li> <li>5. How can you make sure this doesn't happen again?</li> </ol>	<ol style="list-style-type: none"> <li>1. How did you feel when this happened?</li> <li>2. What effect has this incident had on you and others?</li> <li>3. What has been the hardest part for you?</li> <li>4. How has this impacted you or others?</li> <li>5. What would you like to see happen to make things right?</li> </ol>

### Our School Values and Whole School Behaviour Expectations

West Leeming Primary School's three core values underpin the Care Strategy:

- Care for Self
- Care for Others
- Care for Environments

These values lay the groundwork for behaviour expectations for students. The values are explicitly taught and integrated into teaching and learning programs and the school environment. By embedding these values into daily practices, students understand and consistently demonstrate them, fostering a positive and supportive school culture.

Care for Self	Care for Others	Care for the Environment
<ul style="list-style-type: none"> <li>• I show excellence by doing my best.</li> <li>• I persevere when things get hard.</li> <li>• I show resilience.</li> <li>• I behave responsibly and safely.</li> <li>• I show honesty.</li> <li>• I am organised and ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• I show kindness to others.</li> <li>• I am friendly and include others.</li> <li>• I cooperate, take turns and share.</li> <li>• I consider the feelings of others.</li> <li>• I solve problems peacefully.</li> <li>• I treat others with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• I keep my class and school clean and tidy.</li> <li>• I use equipment and resources carefully.</li> <li>• I respect school property.</li> <li>• I care for the plants and animals around us.</li> <li>• I use the nature play area responsibly.</li> </ul>

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### Rights and Responsibilities

We believe that a positive and supportive school community relies on the shared rights and responsibilities of students, staff, and parents. These principles are essential to fostering an inclusive, respectful, and productive learning environment. By upholding both rights and responsibilities, we work together to create a school culture where everyone feels valued, safe, and engaged in the learning process.

Group	Rights	Responsibilities
<b>Students</b>	<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• learn in a safe, supportive environment.</li> <li>• be treated with respect and to feel a sense of belonging.</li> <li>• have their individual needs understood and their voices valued in decisions.</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• follow school expectations and routines.</li> <li>• treat peers, teachers, and school staff with respect.</li> <li>• engage actively in learning and seek help when needed.</li> <li>• express their ideas and opinions respectfully.</li> </ul>
<b>Staff</b>	<p>Staff have a right to:</p> <ul style="list-style-type: none"> <li>• a safe, respectful, and supportive environment.</li> <li>• have their professional expertise and judgments respected.</li> <li>• receive clear expectations, feedback, and support from leadership.</li> </ul>	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> <li>• adhere to school and department policies.</li> <li>• deliver engaging and inclusive learning programs.</li> <li>• consistently model and implement the Care Strategy.</li> <li>• communicate respectfully and collaborate with colleagues, parents, and students.</li> </ul>
<b>Parents and Caregivers</b>	<p>Parents and caregivers have a right to:</p> <ul style="list-style-type: none"> <li>• feel respected by school staff.</li> <li>• to be informed about their child's progress.</li> <li>• raise concerns and expect privacy.</li> </ul>	<p>Parents and caregivers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• model respectful behaviour towards staff and students.</li> <li>• support their child's attendance and preparedness for school.</li> <li>• communicate through appropriate channels.</li> <li>• collaborate with the school and support policies and procedures.</li> </ul>



## Care Strategy:

### Positive Behaviour Support, Wellbeing and Engagement

#### Guiding Positive Behaviour: Recognising Success and Encouraging Growth

Our Care Strategy encourages students to develop respectful, responsible, and positive behaviours. We use a balanced approach of positive reinforcement and appropriate consequences to help students understand the impact of their actions and feel motivated to meet behaviour expectations. Recognising and reinforcing positive behaviour helps students feel valued and encourages continued good choices. These consequences can be grouped as intrinsic or extrinsic motivators:

**Intrinsic Motivation:** These strategies build internal satisfaction and personal growth, encouraging students to make positive choices independently:

1. Verbal Praise: Reinforces desired behaviours, builds confidence, and promotes self-awareness.
2. Special Responsibilities: Allows students to take on roles within the class or school, fostering a sense of responsibility and belonging.

**Extrinsic Motivation:** These strategies provide external rewards or recognition, reinforcing positive behaviour through tangible or visible incentives:

- Classroom Rewards and Incentives: Various incentives in class to encourage and reward positive behaviour.
- Whole School Reward Systems: Tokens earned for demonstrating Care values, contributing to faction points.
- School-Wide Recognition: Celebrating achievements with certificates, West Leeming Star, Aussie of the Month, and recognition at assemblies or in newsletters.
- Seesaw or CONNECT: Sharing successes with parents to reinforce positive behaviour.

## Care Strategy: Positive Behaviour Support, Wellbeing and Engagement

### Negative Consequences for Not Meeting Expectations:

Our approach centres on recognising positive behaviour, building strong relationships, and maintaining a supportive learning environment. When behaviour doesn't meet expectations, clear, consistent, and fair processes are essential to guide students and uphold a respectful, positive school community.

Classroom	Playground
<p style="text-align: center;"><b>Level 1</b></p> <p><i>Low level behaviours that do not meet school or class behaviour expectations e.g., minor disruption.</i></p> <ol style="list-style-type: none"> <li><b>Low-Key Responses:</b> Use proximity or a reminder of expected behaviour.</li> <li><b>Verbal Warning:</b> First formal warning.</li> <li><b>Second Warning:</b> Second formal warning.</li> <li><b>Escalate to Level 2</b> if behaviour persists.</li> </ol>	<p style="text-align: center;"><b>Level 1</b></p> <p><i>Minor behaviours that do not align with Care Strategy and playground expectations.</i></p> <ol style="list-style-type: none"> <li><b>Low-Key Responses:</b> Use proximity, a quiet reminder, or redirection to appropriate behaviour.</li> <li><b>Verbal Warning:</b> Give a first warning.</li> <li><b>Second Warning:</b> Second formal warning.</li> <li><b>Escalate to Level 2</b> if behaviour continues.</li> </ol>
<p style="text-align: center;"><b>Level 2</b></p> <p><i>Repetition of low-level behaviours in the same day or more significant behaviours e.g., continued disruption.</i></p> <ol style="list-style-type: none"> <li><b>In-class Break:</b> Provide a 5-minute reset period within the classroom.</li> <li><b>Buddy Class:</b> If behaviour continues, move the student to a buddy class for 5 minutes and log incident on DoE system.</li> <li><b>Restorative Process:</b> Teacher with duty of care facilitates a restorative process, where appropriate.</li> <li><b>Parental Notification:</b> Inform parents as needed.</li> <li><b>In-Class Consequences:</b> Assign 5 minutes of catch-up work at recess or lunch as needed.</li> </ol>	<p style="text-align: center;"><b>Level 2</b></p> <p><i>Ongoing minor issues within the same break or elevated behaviours.</i></p> <ol style="list-style-type: none"> <li><b>Walk with Duty Staff:</b> Student walks with duty teacher for 5 to 10 minutes to reset.</li> <li><b>Restorative Process:</b> Duty teacher facilitates restorative processes as appropriate.</li> <li><b>Inform Class Teacher:</b> Duty teacher informs the class teacher at the end of break, as necessary.</li> </ol>
<p style="text-align: center;"><b>Level 3</b></p> <p><i>Ongoing disruptive behaviour despite previous interventions or more serious incidents.</i></p> <ol style="list-style-type: none"> <li><b>Referral to Leadership Team:</b> Refer the issue to a member of the leadership team.</li> <li><b>Leadership Intervention:</b> Leadership applies interventions such as reprimands, loss of privilege, withdrawal, loss of good standing, or suspension.</li> <li><b>Restorative Process:</b> Leadership team facilitates restorative processes as appropriate.</li> <li><b>Incident Logging:</b> Leadership team records the incident on DoE platform.</li> <li><b>Parent Communication:</b> Leadership team or teacher informs parents as necessary.</li> </ol>	<p style="text-align: center;"><b>Level 3</b></p> <p><i>Persistent or serious playground misconduct.</i></p> <ol style="list-style-type: none"> <li><b>Referral to Leadership Team:</b> Refer the issue to a member of the leadership team.</li> <li><b>Intervention by Leadership:</b> The leadership team applies interventions such as reprimands, loss of privileges, restricted play areas or equipment, loss of good standing, or suspension.</li> <li><b>Restorative Process:</b> Leadership team facilitates restorative processes as appropriate.</li> <li><b>Incident Logging:</b> Leadership team records the incident on DoE platform.</li> <li><b>Parental Notification:</b> Leadership team informs parents of the incident and the actions taken.</li> </ol>
<p style="text-align: center;"><b>Level 4</b></p> <p><i>Major incidents that impact on safety or orderly operation of the class or school.</i></p> <ol style="list-style-type: none"> <li><b>Immediate Referral to Leadership:</b> Principal notified.</li> <li><b>Leadership Intervention:</b> Appropriate consequences applied, as outlined in Level 3 interventions.</li> <li><b>Incident Logging:</b> Log on DoE platform or for critical incidents record using the DoE Online Incident Notification System.</li> <li><b>Parent and Teacher Communication:</b> Leadership informs parents and relevant teachers.</li> <li><b>Follow-Up Actions:</b> Further steps may include notifying all staff, informing the school community, or engaging additional support services (e.g., Student Services, school security, police, or DoE Support Services).</li> </ol>	

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### eSafety and Responsible Device Use

At West Leeming PS, we are committed to fostering a safe and responsible digital learning environment. eSafety is actively taught, equipping students with the skills to navigate technology safely, respect digital privacy, and make informed choices online. All students in the BYOD iPad program sign an iPad Usage Agreement, setting clear expectations for appropriate use. In cases of inappropriate device use, we follow a structured response system with escalating levels of intervention, ensuring consequences are fair, consistent, and proportionate. This approach reinforces positive digital citizenship and supports a safe, respectful school community. As part of this approach, teachers have a responsibility to actively monitor students' device usage through Apple Classroom.

Electronic Breaches
<p style="text-align: center;"><b>Level One</b></p> <p><i>Low-level breaches (classroom managed): Minor infractions manageable within the classroom, such as brief off-task behaviour involving iPad or other electronic devices.</i></p> <ol style="list-style-type: none"> <li><b>Reminder and Redirection:</b> Teacher provides a reminder of the appropriate usage and redirects the student.</li> <li><b>Verbal Warning:</b> Teacher gives a clear warning outlining specific expectations.</li> </ol>
<p style="text-align: center;"><b>Level Two</b></p> <p><i>Moderate breaches: Repeated low-level breaches or moderate misuse, such as using non-approved apps, accessing devices without permission, or attempting to share content without approval.</i></p> <ol style="list-style-type: none"> <li><b>Temporary Device Restriction:</b> Teacher restricts iPad usage for the session.</li> <li><b>iPad Contract Review:</b> Teacher reminds student of iPad contract and expectations.</li> <li><b>Parent and Leadership Notification:</b> Teacher informs parents and the Deputy Principal of the incident and actions taken.</li> <li><b>Documentation:</b> Deputy Principal logs the incident on DoE platform.</li> </ol>
<p style="text-align: center;"><b>Level Three</b></p> <p><i>Significant Breaches: Repeated moderate breaches or serious infractions, such as unauthorised photo or video taking, sharing photos, airdropping files without permission, searching the internet for material unrelated to current task / learning, sending messages, or sharing personal login information.</i></p> <ul style="list-style-type: none"> <li><b>Referral to Leadership:</b> Teacher refers the incident to a member of the Leadership Team for follow-up.</li> <li><b>Consequences:</b> iPad use restricted or removed for a designated period (1-5 days). Leadership team may apply further consequences if appropriate, which may include reprimand or withdrawal. iPad Contract resigned by student before iPad usage resumes.</li> <li><b>Parent Notification:</b> Leadership Team notify parent of the breach and actions.</li> <li><b>Documentation:</b> Leadership team logs the incident on DoE platform.</li> </ul>
<p style="text-align: center;"><b>Level Four</b></p> <p><i>Serious breaches: These are serious violations that compromise the safety and privacy of others or the safe and orderly operation of the class or school e.g., sending inappropriate messages/content or intentional damaging of own or others iPad.</i></p> <ul style="list-style-type: none"> <li><b>Referral to Leadership:</b> Teacher refers the incident to a member of the Leadership Team for follow-up.</li> <li><b>Consequences:</b> iPad use restricted or removed for a designated period. Leadership team may apply further consequences if appropriate, which may include reprimand, withdrawal, loss of good standing or suspension. iPad Contract resigned by student before iPad usage resumes.</li> <li><b>Parent Notification:</b> Leadership Team notify parent of the breach and actions. A formal meeting may be scheduled to discuss a plan to monitor and support appropriate device use when privileges are reinstated.</li> <li><b>Documentation:</b> Leadership team logs the incident on DoE platform.</li> </ul>

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### Mobile Phone and Smartwatches

At West Leeming, we encourage students to refrain from bringing mobile phones or smart devices to school. If a mobile phone is brought to school, it must remain in the student's bag and not be used during the school day. Smartwatches are permitted but must be switched to aeroplane mode throughout the school day to minimise distractions and ensure a focused learning environment.

Inappropriate use of any device, including mobile phones or smartwatches, will result in confiscation by the teacher. Confiscated devices will be returned to the student at the end of the school day, and parents will be notified.

This policy supports a respectful and productive learning environment in line with our school values.

### Good Standing

At West Leeming Primary School, the Good Standing policy is central to our commitment to a positive, respectful, and supportive learning environment. As a requirement for all public schools, this policy reflects our values and encourages students to take responsibility for their actions, fostering both academic and personal growth.

The Good Standing policy complements the West Leeming Care Strategy and aligns with our behaviour management processes, reinforcing the high standards expected of our students. All students begin with good standing, which provides them access to additional privileges, responsibilities, and non-curricular activities. Maintaining good standing serves both as an incentive and recognition of students' efforts in behaviour, engagement, and learning.

#### What is Good Standing?

Good standing is a status that grants students full access to school activities, privileges, and responsibilities, recognising their commitment to positive behaviour and engagement in their education. Maintaining good standing is essential for participation in non-curricular events and extra privileges.

#### Expectations for Maintaining Good Standing

To retain their good standing, students are expected to:

- **Adhere to School Expectations:** Follow school, classroom, and playground rules, upholding the Care values.
- **Display Positive Attitude and Effort:** Show commitment and effort in all areas of their learning.
- **Respect Rights of Others:** Behave in a way that is respectful and inclusive of the rights of both staff and peers.
- **Meet Attendance and Punctuality Standards:** Attend school regularly and return punctually from breaks.
- **Demonstrate Responsibility:** Follow all school rules and demonstrate a responsible attitude across all aspects of schooling.

#### Loss of Good Standing

A student may lose good standing due to serious or repeated breaches of behaviour expectations. When this occurs, the student is withdrawn from non-curricular activities, including extracurricular events, excursions, and special programs. Parents or caregivers will be informed of:

1. The reasons for the loss of good standing.
2. The impact on the student's participation in school activities.
3. The support plan in place to help the student restore their good standing.



## Care Strategy: Positive Behaviour Support, Wellbeing and Engagement

### Good Standing Levels

The good standing system operates within three levels, providing a structured approach to managing behaviour and guiding students toward positive choices:

#### Good Standing (green zone)

All students begin in the green zone with full access to privileges, activities, and responsibilities. This level requires students to consistently meet behaviour, attendance, and engagement expectations.

*If students are not meeting behaviour expectations, they may move into the danger zone or lose their good standing.*

#### Danger Zone (amber zone)

If a student breaches behaviour expectations, they may be moved to the danger zone as a warning level. In this zone, 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.

*Students' behaviour will be reviewed after one week in the danger zone, and if they are meeting behaviour expectations their good standing will be reinstated. If a student continues to demonstrate behaviours that do not meet expectations, they will move to the red zone.*

#### Loss of Good Standing (red zone)

If further incidents occur while in the danger zone or in the case of a serious breach, the student is moved to the loss of good standing zone. At this level, students will not be permitted to participate in classroom, school and interschool activities outside the regular classroom learning program.

*Students' behaviour will be reviewed one week after they have lost their good standing, and, if they are meeting behaviour expectations, they will move into the danger zone for a period of one week before their behaviour is reviewed again.*

### Pathway Back to Good Standing: Two weeks

West Leeming provides a clear pathway for students to restore their good standing, emphasising personal growth and accountability:

- **Loss of good standing to danger zone:** After demonstrating improvement and meeting behaviour goals for one week, a student can move to the danger zone.
- **Danger zone to restoration of good standing:** Continued positive behaviour in the danger zone allows the student to progress back to the green zone, where their good standing is restored.



## Care Strategy: Positive Behaviour Support, Wellbeing and Engagement

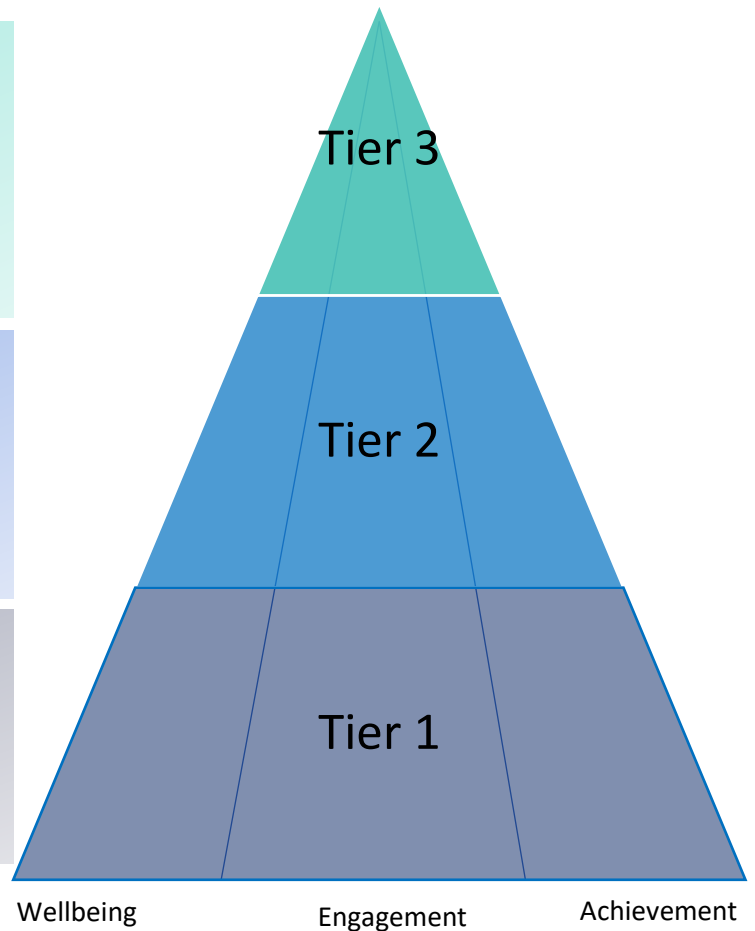
### Multi-tier Systems of Support: Wellbeing, Engagement and Achievement

Multi-Tiered System of Support (MTSS) is a key part of our CARE Strategy, ensuring every student receives the right level of support. MTSS provides universal supports for all students, targeted interventions for those needing additional guidance, and intensive assistance for those requiring specialised help. This structured approach, combined with our shared commitment to rights and responsibilities, fosters a school culture where all students feel safe, valued, and engaged in learning.

**Tier 3:** Intensive Support – Individualised and intensive interventions for students. This may include referral to the school psychology service or state-wide services, targeted programs, regular case conferences, referrals and engagement with allied health professionals, documented plans, and individual case management.

**Tier 2:** Targeted Support – Additional support for students needing more support. This may include the Chaplaincy Service, Student Services, targeted academic extension and intervention programs and personalised learning plans.

**Tier 1:** Universal Support – Programs and strategies for all students to promote wellbeing, engagement, and achievement. This includes Teaching for Impact, The Care Strategy, Zones of Regulation, Wellbeing for Kids, and the development of a positive classroom culture.



### Student Services Team

The Student Services Team supports the wellbeing and development of all students. Comprising the school psychologist, chaplain, deputy principals, teachers, and education assistants, the team meets regularly to collaborate on strategies and initiatives. Additionally, a leadership group consisting of the school psychologist, chaplain, and deputy principals meets frequently to provide focused leadership and direction in supporting student needs.



## **Care Strategy: Positive Behaviour Support, Wellbeing and Engagement**

### **Capacity Building of Staff**

Our school is committed to building staff capacity to support the Care Strategy through collaborative partnerships with the school chaplain, school psychologist, and targeted professional learning opportunities. These partnerships provide valuable insights and strategies aligned with the Care Strategy's focus on fostering positive behaviour, wellbeing, and inclusion. Data-informed practices and team-based approaches, like case conferencing, help address complex student needs, while alignment with whole-school frameworks such as Positive Behaviour Support and restorative practices ensures consistency. Collaboration with other schools, networks, and the broader community further enriches the collective efforts to create a supportive and inclusive school environment.

### **Data Collection and Reporting**

At West Leeming Primary School, student data on Attitude, Behaviour, and Effort (ABE) is formally collected twice a year, with the DoE platform used to log and monitor significant or repeated negative behaviours throughout the year. This structured approach provides a clear and consistent record of each student's behaviour and engagement, supporting timely interventions when needed.

Reporting on ABE occurs twice a year, with formal reports shared with students and parents at the end of each semester. In addition, regular case conferences, parent-teacher meetings, and both formal and informal discussions with parents and carers offer insights into student wellbeing, engagement, and achievement. This comprehensive reporting process ensures open communication and a collaborative approach to supporting each student's success.