



Department of  
Education

2025

# Leeming Primary School

Student Behaviour Education  
and Development Guidelines  
(including Good Standing)



**LEEMING**  
PRIMARY SCHOOL

# LEEMING PRIMARY SCHOOL

## Student Behaviour Education and Development Guidelines (including Good Standing)

These guidelines are supported by the Education Minister's Statement from the Education Department of WA [Standing together against violence \(education.wa.edu.au\)](https://www.education.wa.edu.au/standing-together-against-violence)  
These guidelines will be monitored by school staff each term and reviewed annually.

### Rationale

Leeming Primary School community together with the Department of Education, are committed to creating a safe, inclusive, supportive, and culturally responsive environment that enable students to fulfil their learning potential and believe this is a responsibility shared by all members of the public schooling system and each school community.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

Leeming Primary School is committed to a positive and restorative approach to managing and preventing negative behaviours, including bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe, and supportive education environments for all students.

Leeming Primary School aims to proactively promote positive and responsible student behaviour. We believe every person has the right to **learn** and must respect the rights of others to learn, every person will **respect** and care for others and, every person will behave in a manner that allows themselves and others to **be safe**. This underpins our focus of supporting our students to become positive contributors within the community in which they live.

### Restorative Approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm, providing opportunities for a fresh start.

Restorative Questions for student involved in Negative Behaviour	Restorative Questions for student affected by Negative Behaviour
<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 to repair the harm that has occurred?</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>

## Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
<b>All students, teachers, parents, wider school community</b>	<ul style="list-style-type: none"> <li>are safe and supported in the school environment</li> <li>are included</li> <li>are treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>participate and contribute to school positive behaviour programs</li> <li>build positive relationships</li> <li>demonstrate respect and tolerance towards others</li> </ul>
<b>School leadership</b>	<ul style="list-style-type: none"> <li>is supported in developing the school's plan to prevent and effectively manage bullying</li> <li>is supported in implementing the strategies and programs under the school's plan</li> </ul>	<ul style="list-style-type: none"> <li>provides leadership in resourcing the school's plan</li> <li>ensures the school community is informed of the plan</li> <li>implements the plan</li> <li>supports staff to implement the strategies and programs under the plan</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>are treated with respect</li> <li>feel safe and supported in the workplace</li> <li>are informed of the school's plan on managing behaviour and preventing and managing bullying</li> <li>have access to professional learning in preventing and effectively managing bullying, through school psychology service, Social Emotional Learning program</li> <li>have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)</li> </ul>	<ul style="list-style-type: none"> <li>promote 'good standing' at LPS</li> <li>promote and model positive relationships</li> <li>participate in developing and reviewing the <i>Student Behaviour Education and Development Guidelines</i></li> <li>identify and respond to bullying, or perceived bullying, incidents</li> <li>deliver strategies and programs to students in responding to bullying effectively</li> <li>promote effective bystander behaviour</li> <li>promote social problem-solving</li> <li>use appropriate terminology when referring to bullying and the students involved</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>have the right to learn, be respected and be safe at LPS</li> <li>have access to curriculum that supports the building of resiliency and social skills</li> <li>are informed of the school's guidelines on behaviour management and preventing and managing bullying</li> <li>are provided with supports through the Social Emotional Learning program, to stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>adhere to 'good standing' at LPS</li> <li>understand and value the concepts of inclusion and tolerance</li> <li>understand what constitutes 'bullying' behaviours</li> <li>identify and respond effectively to bullying, or perceived bullying behaviours.</li> <li>are aware of themselves as bystanders</li> <li>seek help for themselves and others as needed</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>are treated with respect</li> <li>are confident their children are provided with a safe and supportive school environment</li> <li>are provided with access to information on the prevention and management of bullying through school newsletters and school communication</li> <li>are informed of the school's plan and opportunities to participate</li> </ul>	<ul style="list-style-type: none"> <li>support 'good standing' at LPS</li> <li>support and encourage children to treat others with respect and tolerance</li> <li>act in accordance with the school plan if they observe/ know about bullying</li> <li>encourage children to report bullying incidents</li> <li>understand what constitutes 'bullying' behaviours</li> <li>work effectively with the school in responding to bullying</li> </ul>
<b>Wider community: including other professionals</b>	<ul style="list-style-type: none"> <li>are strategically included in prevention and bullying management</li> </ul>	<ul style="list-style-type: none"> <li>provide support and input into the school's approach to preventing and managing bullying</li> </ul>

## **School Strategies to Prevent and Manage Negative Behaviour, including bullying**

- Leeming Primary School engages in a myriad of targeted positive reinforcement strategies with regards to preventing negative behaviour. These processes and strategies include:

### **Whole School Prevention Strategies:**

- Whole school awareness of good standing
- Whole school approach to using consistent language of reflection and using calming strategies
- Whole school approach to the explicit and implicit teaching of *Friendly Schools Plus* Social Emotional Learning (SEL) program, to develop resiliency, integrated across the curriculum and incidentally throughout each day, for the prevention of negative behaviours and the reinforcement for positive and resilient behaviours
- Whole school approach to classroom level positive reinforcement strategies, that encompass praise, class rewards and a consistent focus on acknowledging desirable behaviours in the school
- Whole school playground prevention and positive reinforcement strategies based on Leeming Primary School values
- Targeted intervention strategies, inclusive of positive behaviour, educative and supportive individual behaviour plans where/if necessary
- Encourage and support help-seeking and effective bystander behaviour
- Collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students
- Student Behaviour Education and Development Guidelines to be accessible for all stakeholders via the LPS webpage. Print copies to be available upon request
- Teachers model fair, active, trusting relationships within the whole school community
- Student Services Team and Chaplaincy, to support teachers, students and parents
- Provision of professional learning for staff and sharing information for families in behaviour management & preventing and managing bullying
- Students are supported to and encouraged to seek support from an adult at school to report and discuss interactions with others that may be deemed as bullying

Families are requested to discuss with their children the information that is shared in this document to ensure they understand the framework and positive behaviour support practices within the school. Leeming Primary School values positive working relationships with our community to support our students to flourish.

### **Examples of Bullying:**

- Verbal Bullying: The **repeated** use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- Emotional/Psychological Bullying: Includes **repeated** stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- Relational Bullying: Usually involves **repeatedly** ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
- Physical Bullying: Includes **repetitive** low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
- Cyber Bullying: Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.
- Bystanders: Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

**Preventive whole-school classroom strategies:**

- Encourage and support help-seeking and effective bystander behaviour
- Visual display and use of **LPS Positive Behaviour and High Expectations** matrix
- Facilitate social problem-solving approaches to resolve peer-based conflicts
- Continue with whole school Friendly Schools Plus curriculum, which starts from the early years onwards and includes:
  - understanding what behaviours constitute bullying
  - understanding the impact of bullying
  - the development of effective bystander behaviour
  - the development of positive social problem-solving skills; and
  - understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship

**Playground strategies - (essential for all staff on duty)**

- Highly visible approach to playground supervision
- Active engagement during playground supervision
- Identification of, and supervision adjustments to, high-risk situations and settings
- Recognition and reinforcement of positive playground and pro-social behaviour; and
- Whole-school processes for responding to playground problem behaviours
- Recording of inappropriate behaviour in duty files

**Leeming Primary School Behaviour Expectations - Matrix**

The following matrix provides a visual explanation of behaviours for all students. This matrix clearly articulates behaviour expectations for our students and covers the desired behaviours based around our school values and our focus on supporting our students to become positive contributors to the community in which they live. This matrix is to be displayed in classrooms and around the school to support students in making positive behaviour choices throughout each school day. This matrix will be reviewed and updated as required.





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## Positive Behaviour & High Expectations Matrix

### Respect Integrity Excellence

In and around our school, we value....	Caring for Ourselves	Caring for Others	Caring for the Environment (inside and outside)	Being a successful Learner	Achieving to the best of my ability	Being a positive member of the Community
<b>Classroom</b> 	We work to stay organised and try our best.	We listen actively and respect others' ideas.	We keep our learning environment tidy and reduce waste.	We work to stay focused and ask questions if unsure.	We set learning goals and challenge ourselves.	We help classmates and celebrate their successes.
	We take responsibility for our learning.	We use kind words and encourage others.	We use resources wisely.	We work to the best of our ability.	We strive for improvement.	We participate in group activities respectfully.
	We can seek help when needed.	We follow classroom agreements/rules.		We show curiosity.	We are open to feedback.	We respect our classroom culture.
<b>Playground</b> 	We make safe choices and stay hydrated.	We include others in games and demonstrate good sportsmanship.	We use bins, care for gardens, and respect equipment.	We try new activities and solve problems positively.	We accept wins and losses gracefully.	We look out for others, help younger students, be a role model.
	We are aware of others.	We use positive language.	We conserve water.	We play fairly and follow game rules.	We show resilience and work to develop our resiliency.	We need to report unsafe behaviour to an adult.
	We follow playground rules.	We share equipment fairly.	We avoid damaging plants.			
<b>ICT Use</b> 	We keep our own login details private.	We use kind and respectful language online.	We Lock/Turn off devices when not in use.	We use technology responsibly for learning.	We apply digital skills to enhance our learning.	We share knowledge and support others with technology.
	If unsure or worried, we report concerns.	We think before posting or commenting.	We avoid unnecessary printing.	We work to stay on task and follow instructions.	We explore new ways to engage with technology.	We follow digital citizenship guidelines.
		We acknowledge and give credit for the work of others		We work to develop our critical thinking skills when searching for information.	We can seek creative solutions in our work.	We need to be aware of online safety.
<b>Toilet Areas</b> 	We use the toilet facilities appropriately and maintain hygiene.	We respect others' privacy and personal space.	We keep areas clean and report issues to an adult.	We return to class quickly and use time efficiently.	We wash our hands after using the toilet.	We report concerns to an adult if needed.
	We wash hands properly.	We wait our turn.	We flush and dispose of waste properly.	We stay within designated areas and respect others using the area.	We are only in the toilet areas as long as we need to be.	We support younger students with hygiene reminders.
		We use polite behaviour.	We save water when washing our hands.			We keep shared spaces welcoming.
<b>Assemblies</b> 	We sit appropriately and listen attentively.	As an audience we applaud and acknowledge others' achievements.	We keep the undercover area clean and tidy.	We engage in presentations and reflect on key messages.	We show leadership and represent the school with pride.	We support others in their achievements.
	We show respect to speakers.	As an audience we use respectful language and gestures.	We do not leave rubbish behind.	We listen actively and think critically.	We follow seating arrangements.	We are respectful during all school events.
		We work to be patient and give others personal space.	We respect equipment.	We show curiosity during learning experiences.	We follow event expectations.	We demonstrate respect towards guest speakers.
<b>Transitions &amp; Movement</b> 	We walk safely and stay aware of surroundings.	We move quietly in learning areas.	We keep pathways clear.	We work to transition smoothly between activities.	We are lined up and ready to learn.	We help our peers and set a positive example.
	We use appropriate noise levels.	We are respectful and show consideration for others.	We avoid running indoors and on verandas.	We work to be prepared for the next activity.		We are courteous and respectful in shared spaces.
	We follow directional signs.		We take care moving through doorways.	We follow teacher instructions and directions.	We use our time wisely.	We demonstrate leadership.

**"The Leeming Way"**

## Negative Consequences for Not Meeting Expectations:

At Leeming Primary School, our Values; *Respect, Integrity, and Excellence* guide our approach which centres on recognising positive behaviour, building positive relationships and maintaining a supportive learning environment where all students can flourish. When behaviour doesn't meet expectations, clear, consistent and fair processes are essential to guide students and support our focus for maintaining a positive and respectful school community.

Classroom	Playground
Level 1	Level 1
<p><i>Low level behaviours that do not align with LPS Positive Behaviour Expectations e.g., minor disruption, anti-social behaviour, late to class.</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 continues</li> </ol>	<p><i>Minor behaviours that do not align with LPS Positive Behaviour Expectations e.g., rough play in a game</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> First formal warning</li> <li><b>Second Warning:</b> Second formal warning</li> <li><b>Escalate to Level 2</b> if behaviour continues</li> </ol>
Level 2	Level 2
<p><i>Repetition of low-level behaviours in the same day or more significant behaviours e.g., continued disruption, continued Level 1 behaviour, swearing/name calling, disregarding instructions.</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 10 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>Parent / Carer Notification:</b> Inform parents / carers as required</li> <li><b>In-Class Consequences:</b> Assign 5 minutes of catch-up work at recess or lunch as required</li> </ol>	<p><i>Ongoing minor issues within the same break or elevated behaviours e.g., continued Level 1 behaviour, play fighting, dangerous play, swearing/name calling, disregarding instructions</i></p> <ol style="list-style-type: none"> <li><b>Walk with Duty Staff:</b> Student walks with duty teacher for a 5 to 10 minutes reset</li> <li><b>Restorative Process:</b> Duty teacher facilitates restorative approaches as appropriate</li> <li><b>Inform Class Teacher:</b> Duty teacher informs the class teacher at the end of the break, as necessary</li> </ol>
Level 3	Level 3
<p><i>Ongoing disruptive behaviour despite previous interventions or more serious incidents e.g., continuation of above behaviours, intimidation, verbal abuse</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 team 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>Recording of Incident:</b> Leadership team records the incident on the DoE platform</li> <li><b>Parent / Carer Communication:</b> Leadership team or classroom teacher informs parents / carers as necessary</li> </ol>	<p><i>Persistent or serious playground misconduct e.g., continuation of above behaviours, intimidation, verbal abuse</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>Recording of Incident:</b> Leadership team records the incident on the DoE platform</li> <li><b>Parent / Carer Communication:</b> Leadership team informs parents / carers of the incident and the actions taken</li> </ol>
Level 4	
<p><i>Major incidents that impact on safety or orderly operation of the class or school e.g., bullying/cyber bullying/fighting, vandalism/graffiti, threatening/intimidating/assaulting a student or staff member</i></p> <ol style="list-style-type: none"> <li><b>Immediate referral to the Leadership Team:</b> Principal notified</li> <li><b>Leadership intervention:</b> Appropriate consequences applied, as outlined in Level 3 interventions</li> <li><b>Recording of Incident:</b> The incident is recorded on the DoE platform. Critical Incidents are recorded using the DoE Online Incident Notification System by the Deputy Principal or Principal</li> <li><b>Parent / Carer and Teacher Communication:</b> A member of the leadership team will inform parents / carers and relevant teaching staff</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>	

## **Good Standing Guidelines**

In accordance with the Department of Education's Positive Student Behaviour Policy, Leeming Primary School has developed **Good Standing Guidelines**. The Good Standing Guidelines are part of, and work in conjunction with, the whole school Positive Behaviour Support framework. These guidelines support the belief that every student has the right to learn in a purposeful and supportive environment as well as have the opportunity to work and play in a safe, secure, friendly and clean environment that promotes respect, courtesy and honesty.

The Leeming Primary School Good Standing Guidelines emphasize the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and their peers. The Good Standing Guidelines aim to provide regular acknowledgement and recognition for the many students who consistently behave and act accordingly.

Good Standing is a status all Leeming Primary School students are granted at the beginning of every school year. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in Leeming Primary School activities that may include, but are not limited to excursions, incursions, school-based activities, camp, sporting events and discos. Students who lose their Good Standing will lose the privilege to participate in these events.

***An invitation to represent our school and attend a special event in the local community is a privilege – it is not a right.***

### **To maintain Good Standing students must:**

- Always Follow the School Behaviour Expectations
- Ensure their behaviour is appropriate for the learning of others
- Ensure the school environment is always kept neat and tidy
- Behave in a way that protects the safety and wellbeing of others and themselves
- Ensure that they are punctual, polite, prepared and display a positive manner
- Consistently adhere to the Leeming Primary School Positive Behaviour Support Plan
- Consistently adhere to classroom expectations
- Represent the school and school values when dressed in LPS school uniform

### **Students may lose Good Standing for:**

- Physical violence
- Abuse, threats, harassment, or intimidation of students
- Abuse, threats, harassment or intimidation of staff
- Damage to property
- E-breaches (misuse of technology)
- Ongoing violation of the Leeming Positive Behaviour Support Guidelines
- Violation of the Leeming Positive Behaviour & High Expectations Matrix
- Violation of the Leeming student responsibilities
- Suspension

***The loss of Good Standing for Leadership Positions includes the loss of badge and leadership responsibilities until Good Standing is reinstated.***

## **Regaining Good Standing**

Students will be eligible for reinstatement of their Good Standing after complying with the Leeming Primary School Positive Behaviour Support Plan, over a period of two weeks. If a student is unable to be reinstated with their Good Standing after this two-week period, a meeting will be called with parents, a member of admin, classroom teacher and student to develop a behaviour management plan to support the student in regaining their good standing. The students time to regain their Good Standing will be extended. Good Standing will be reinstated each term unless Good Standing is withdrawn during week 9-10 of term.

### **Parent Contact Regarding Good Standing:**

- The LPS Good Standing Guidelines will be communicated to parents through a range of mediums and uploaded to the Leeming Primary School website.
- Students will be educated around the Good Standing Guidelines at the commencement of each school year, at the start of each school term and periodically throughout the school year.
- When a student receives their first strike, parents will be advised their child is at risk of losing their Good Standing due to ongoing violation of the Positive Student Behaviour Support Guidelines.
- Parents will be advised by the Deputy Principal when their child loses their Good Standing, how they may regain this status and what upcoming opportunities they will no longer be eligible.
- Parents will be advised when their child's Good Standing is reinstated and if required, a meeting will be arranged with the student, member of admin, classroom teacher and parents.

***The Leeming Primary School Good Standing Guidelines provide and maintain consistency in our decision-making processes. It is important to note these are guidelines, all factors will be considered and any decision to withdraw Good Standing will be at the discretion of the Principal.***

## **Leeming Primary School Good Standing Procedures**

### **Loss of Good Standing**

Good standing will be withdrawn from a student who demonstrates:

- Physical violence
- Demonstrating behaviour while dressed in school uniform that is not in line with school values and this framework
- Abuse, threats, harassment or intimidation of students
- Abuse, threats, harassment or intimidation of staff
- Damage to property
- E-breaches (misuse of technology)
- Ongoing violation of the Leeming Positive Behaviour Support Guidelines
- Behaviour leading to suspension

If a student is sent to the office for any of the above behaviours this will result in a strike that could lead to a loss of Good Standing. All behaviour should be recorded on SIS, the DoE student information platform.

### **Communication Process:**

- When a student has received their first strike, the parent will be notified of the incident that three strikes will lead to a loss of Good Standing
- Loss of Good Standing will be immediately communicated by the Deputy Principal to parents with a phone call. The parent will be notified of upcoming privileges the student will miss
- The loss of good standing will be in effect at the beginning of the next school day

Students will complete the student self-assessment reflection at the loss of good standing. The reflection is to be completed and returned to the classroom teacher or Deputy Principal upon meeting the next day.

### **Positive Behaviour Reflection Process When Good Standing is Withdrawn**

When a student has lost their Good Standing, they will be given a Positive Behaviour Support Reflection Package to assist them in regaining their Good Standing. The package will track the student's behaviour throughout each lesson of the day for a period of two weeks.

- Package is to be collected from the Deputy Principal on the first day of loss of Good Standing
- If the reflection is incomplete, it is to be completed and discussed with the Deputy Principal
- Student is responsible for keeping the package safe
- If the package is misplaced or lost, the student must start again
- Student has 10 days to achieve 80% positive behaviour in their package
- Classroom teachers and specialist teachers are to complete the package with a simple tick or cross for each lesson in the day
- Incidents at lunchtime and recess are to be reported directly to the Deputy Principal and they will mark on the package
- Students who have lost their Good Standing will be communicated with all staff
- Students report to the Deputy Principal daily while they are working on their package
- Students can regain their Good Standing if after 2 weeks they have achieved 80% 'positive lessons' in their package
- Indicate on the package if appropriate behaviour has occurred during the session with a tick
- Indicate on the package if inappropriate behaviour has occurred during the session with a cross
- Only lessons with ticks will be counted towards the 80% needed to regain Good Standing
- A lesson that has a cross for negative behaviour will not be counted as a positive lesson and will not count towards the 80% needed to regain Good Standing.

### **Good Standing Reinstatement**

- Students will be advised when their child's Good Standing is reinstated and if required, a meeting will be arranged with the student, member of admin, classroom teacher and parents.
- Students will be eligible for reinstatement of their Good Standing after complying with the Leeming Primary School Positive Behaviour Support Plan over a period of two weeks.
- If a student is unable to be reinstated with their Good Standing after the two-week period, a meeting will be called to develop a behaviour management plan to support the student in regaining their Good Standing and their time will be extended
- Good Standing will be reinstated each term unless Good Standing is withdrawn in weeks 9-10 of term.

## Good Standing Guidelines

### Rationale and Aims

The Leeming Primary School Community is committed to promoting the common good and meeting individual needs, while recognising the rights of others to a safe, caring, and positive school environment. The Good Standing Guidelines aim to:

- Establish a set of expectations that protect the rights of all individuals
- Establish a set of consequences for individuals who do not accept their responsibilities and breach the school's behaviour policy, so that they are encouraged to recognise and respect the rights of others

### Purpose

At the commencement of each school year, all students at Leeming Primary School start the year with Good Standing. Good Standing recognises and rewards the positive efforts of individual students. It encourages students to take responsibility of their unproductive behaviour choices and to make changes to improve their behaviour.

#### Good Standing

Students with Good Standing have opportunity to participate in school rewards, excursions, camps, interschool events and other school privileges.

#### Loss of Good Standing

Students who lose their Good Standing will have these benefits removed until they have restored relationships and modified their behaviour through a negotiated agreement.

#### Benefits

- ✓ Excursions / Incursions
- ✓ Sport off site / interschool events / carnivals
- ✓ School camps
- ✓ Leadership positions
- ✓ Classroom based events
- ✓ Other events as they may occur at the time

#### Reasons for Loss of Good Standing

- ✓ Suspension
- ✓ Office Referral (x 3 / term)
- ✓ Playground Referral (x 3 / term)
- ✓ Cyberbullying
- ✓ Inappropriate use of technology
- ✓ Bullying
- ✓ Intimidation of others
- ✓ Instigating a fight
- ✓ Making physical contact with the intention to harm another student or staff member

Stages	Action	Person Responsible
<b>Close to losing Good Standing</b>	Classroom based education intervention (1 strike) Communication with family	Deputy Principal & Teacher  Deputy Principal
<b>1 - Loss of Good Standing</b>	Restorative plan developed Communication with family Good Standing Reflection Package – 10 days	Deputy Principal Deputy Principal & Teacher Student
<b>2 – Loss of Good Standing</b>	Case Conference Review previous restorative plan & adapt as required Good Standing Reflection Package – 20 days	Deputy Principal Teacher & Family  Student
<b>3 – Loss of Good Standing</b>	Case conference, develop intervention plan, may include interagency support Good Standing Reflection Package – negotiated timeline	Students at Educational Risk (SAER) Team Leadership Team Family

