



**Charthouse**  
*Primary School*



**Good Standing Policy**

## RATIONALE

At Charthouse Primary School we believe that students learn most successfully in a welcoming, caring, inclusive and collaborative environment. Children develop social and emotional skills at different rates and require the support of caring adults to guide them during their developmental journey. Creating a community feeling of safety, while promoting positive staff and student relationships, lays the foundation for students to have more trust and confidence in their school life.



In line with Charthouse Primary School's Behaviour and Engagement Policy, our approach to *Good Standing* is guided by our Positive Behaviour Support framework, Keeping our Workplace Safe initiative, and the Department of Education's Student Behaviour Policy requirements.

## POLICY

At Charthouse Primary School the Good Standing Policy supports our school values of being accepting, respectful, caring, and honest. The policy emphasises the importance of students taking responsibility for their daily choices, that impact upon both their own learning, and the learning of their peers.

The Good Standing Policy provides regular acknowledgement and recognition of those students whose behaviour and actions are consistent with Charthouse Primary School values.

## PROCEDURES

All students at Charthouse Primary School are granted *Good Standing* at the start of the school year and this resets each term.

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

- Display behaviour in line with the Charthouse Arch Way Expectations
- Follow Classroom Learning Agreements

Students must maintain *Good Standing* to be eligible for faction-based rewards.

## GOOD STANDING ZONES

Students are in the **green zone** if they have maintained good standing. They are in the **red zone** if they have lost good standing. Students who have entered the **warning zone**, are in danger of losing good standing. The purpose of the warning zone is for the student to avoid losing good standing by understanding and changing specific behaviours with the support of their teacher.

## WARNING ZONE CLASSROOM/PLAYGROUND

The purpose of the warning zone is not punitive or punishment, it is about giving students the opportunity to change their behaviour before losing good standing. Students take an active role in problem solving solutions to change the behaviour of concern and the teacher works with the students, supporting them to be successful.

Teachers will move students into the *warning zone* for **persistent minor behaviours** for at least three time-ins for the **same minor behaviour** over a two-week period.

For more than one minor behaviour teachers will highlight expected behaviours in the ARCH Way expectations and share these with the student.

Teachers will inform parents and share the ARCH Way expectation/s on which the student is focussing. Teachers will also record in compass and inform their Line Manager.

To return to the green zone, students will be required to complete three days on the Daily Progress Record to demonstrate that they have addressed **the specific ARCH Way** expectation/s.

If students are not successful within the three days, they move to the red zone and lose Good Standing.

GOOD STANDING ZONE	WARNING ZONE	LOSS OF GOOD STANDING ZONE
A student with <i>good standing</i> can participate in normal school events throughout the year. This includes faction rewards and off-site school events.	A student will enter the warning zone if they fail to address ongoing minor behaviours. These ongoing behaviours affect the rights of other students to learn; the teacher to teach; and for everyone to feel safe in the school environment.	A student who has lost <i>good standing</i> can no longer participate in faction rewards or off-site activities.

## LOSS OF GOOD STANDING

### Students may lose their Good Standing (red zone) as a result of:

- Failure to address and change focus expectations in the Warning Zone.
- One Office Withdrawal for major behaviour/s. The teacher will complete an orange slip as a referral to the Associate Principal who will record the event in Compass and contact parents.

In consultation with teachers, Associate Principals will make the final decision on the loss of Good Standing.

Parents will be formally notified of the loss of *Good Standing* via a phone call or email from the Associate Principal.

Loss of *Good Standing* is recorded in COMPASS by the Associate Principal.

Severe clause - Students who lose their *good standing* will not be allowed to represent the school in any external events.

## REGAINING GOOD STANDING FROM THE RED ZONE

Students must earn Good Standing back regardless of when it is lost.

To regain *Good Standing*, students will be required to successfully complete a daily progress record in a Good Standing Passport. Through this process, students will demonstrate that, with support, the selected ARCH Way expectations have been addressed:

- 4 – 6: 10 days.
- P-3: 5 days.
- K: 2.5 days (pro-rata).

A satisfactory day on the Good Standing Passport is achieved when all sessions are recorded above a level 2. This includes recess and lunch.

Students will choose a designated play area for the duration of the time they will be earning back good standing. It is the student's responsibility give the passports to duty teachers at the beginning or of recess and lunch and collect it at the end of play.

If a day is unsatisfactory then an additional day is added.

If there are any major behaviours during the earning back phase, the process will be restarted incorporating both the previous and recent ARCH Way focus expectations.

When a student earns back their good standing they will receive an endorsed Good Standing Passport from the Associate Principal.

## GOOD STANDING REWARDS

Each term there will be:

- PBS rewards for **all students** who have their *good standing* on the day of the reward.
- Year Six students who have maintained *good standing* throughout their Charthouse Primary School Journey will receive a *good standing* - letter of Commendation from the Principal.

*The Good Standing Policy is provided to maintain consistency in our decision-making process. It is important however to note, that these are guidelines and exceptions may be made if there are extenuating circumstances.*

*Good standing for students with special needs will be negotiated between Associate Principals and teachers through the development of their individual plans and behaviour grid.*



## MAJOR AND MINOR BEHAVIOURS

	MANAGED BY TEACHER (CLASSROOM OR DUTY)	MANAGED WITH OFFICE SUPPORT
	MINOR	MAJOR
<b>VERBAL</b>	<ul style="list-style-type: none"> <li>• Answering back</li> <li>• Calling out</li> <li>• Raising voice to gain attention</li> <li>• Making inappropriate comments</li> <li>• Swearing by accident</li> <li>• Using a disrespectful tone/ attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing on purpose</li> <li>• Swearing at, name-calling or verbally attacking staff</li> <li>• Raising voice in aggressive manner.</li> <li>• Ongoing disrespect or attitude.</li> <li>• Verbal intimidation of a discriminatory nature (racial, religious, gender, LBTQIA)</li> <li>• Using humour that discriminates against groups including sexualised innuendo, racist and gender biased.</li> </ul>
<b>PHYSICAL</b>	<p><b>WITHOUT INTENT TO HARM</b></p> <ul style="list-style-type: none"> <li>• Pushing/shoving</li> <li>• Rough play</li> <li>• Throwing objects or food</li> <li>• Spitting on the ground</li> <li>• Tackling in sports</li> <li>• Hat chasey</li> </ul>	<p><b>WITH INTENT TO HARM</b></p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Any other physical contact with intent to harm (punching/kicking/scratching/slapping/ choking)</li> <li>• Tripping others on purpose</li> <li>• Hitting with/throwing an object</li> <li>• Using or intent to use sharp/dangerous object or weapon.</li> <li>• Heavy physical tackling/slinging to the ground.</li> <li>• Filming a fight</li> </ul>
<b>THREATS</b>	<ul style="list-style-type: none"> <li>• Using disrespectful body language (stamping feet, clenched fists, invading personal space, threatening to throw object).</li> </ul>	<ul style="list-style-type: none"> <li>• Using aggressive body language in an attempt to intimidate staff.</li> <li>• Threatening to harm with the intention of causing physical or emotional harm to others.</li> <li>• Encouraging/instigating others to fight</li> </ul>
<b>REFUSAL TO PARTICIPATE OR FOLLOW INSTRUCTIONS</b>	<ul style="list-style-type: none"> <li>• Choosing not to engage in learning by passive actions.</li> <li>• failing to do set tasks or respond to instructions.</li> <li>• Out of seat</li> <li>• Off task</li> <li>• Refusing to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatedly and defiantly refusing to comply with teacher requests to begin work/tasks.</li> <li>• Leaving class without permission</li> <li>• Continuing verbal defiance/ refusal</li> </ul>
<b>NOT IN CLASS</b>	<ul style="list-style-type: none"> <li>• Arriving late for class during the school day.</li> <li>• Ignoring time limits for breaks</li> <li>• Refusing to enter the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving the classroom without permission</li> <li>• Wandering around school</li> <li>• Hiding in the toilet or in other locations</li> <li>• Leaving the school grounds</li> </ul>
<b>DISHONESTY</b>		<ul style="list-style-type: none"> <li>• Stealing property that belongs at school or to someone else.</li> <li>• Telling lies to avoid getting into trouble or protect others.</li> <li>• Telling lies to get others in trouble</li> </ul>

	MANAGED BY TEACHER (CLASSROOM OR DUTY)	MANAGED WITH OFFICE SUPPORT
	MINOR	MAJOR
<b>RESPECT FOR PROPERTY AND SCHOOL ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>• Using school equipment inappropriately.</li> <li>• Snapping rulers, pencils, crayons, erasers etc</li> <li>• Taking other's things to use – but not stealing.</li> <li>• Throwing waste on the floor</li> <li>• Throwing litter in playground areas</li> <li>• Bringing your own property to school</li> <li>• Sharing your lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Wilfully damaging or misusing property that results in destruction of property.</li> <li>• Kicking over furniture</li> <li>• Breaking property</li> <li>• Deliberately sabotaging equipment or property</li> <li>• Deliberate vandalism/graffiti</li> <li>• Using somebody else's bike-on-bike track</li> </ul>
<b>UNSAFE OR DISRUPTIVE BEHAVIOUR OUTSIDE CLASSROOMS.</b>	<ul style="list-style-type: none"> <li>• Running on concrete or around buildings.</li> <li>• Riding bikes, scooters, e-scooters, or skateboards in school outside of play time.</li> <li>• Entering out of bounds areas</li> <li>• Yelling</li> </ul>	<ul style="list-style-type: none"> <li>• Yelling in an aggressive manner.</li> </ul>
<b>DIGITAL MISUSE</b>	<ul style="list-style-type: none"> <li>• Using apps that are not part of the lesson.</li> <li>• Inappropriate Internet searches</li> <li>• Keeping mobile phones during the school day</li> <li>• Wearing a smart watch that is connected to the internet.</li> <li>• Non-adherence to ICT Usage Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Posting online content that causes distress to others, in school.</li> <li>• Posting online messages or content that could bring the school reputation into disrepute.</li> <li>• Uploading any content filmed on school grounds.</li> </ul>
<b>BULLYING BEHAVIOURS</b>	<p><b>ONE OFF BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>• Name calling and gossiping.</li> <li>• Verbal/written taunts</li> <li>• Spreading rumours</li> <li>• Making sarcastic comments</li> <li>• Ignoring others on purpose</li> <li>• Intentionally antagonising other students</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately excluding/ostracizing other students</li> <li>• Leading group isolation of others.</li> <li>• When minor behaviours are repeated and become bullying.</li> </ul>
<b>USE/POSSESSION of SUBSTANCES</b>		<ul style="list-style-type: none"> <li>• Vaping</li> <li>• Use/possession of cigarettes, alcohol or drugs on school site.</li> </ul>
<b>DRESS CODE</b>	<ul style="list-style-type: none"> <li>• Wearing any clothing or accessory that is not part of the school dress code.</li> <li>• SunSmart hats (not caps) are to be worn at all times when outside the classroom</li> </ul>	

## KEEPING GOOD STANDING



Name.....

Monday

Session 1	Session 2	Recess	Session 3	Session 4	Lunch	Session 5

Tuesday

Session 1	Session 2	Recess	Session 3	Session 4	Lunch	Session 5

Wednesday

Session 1	Session 2	Recess	Session 3	Session 4	Lunch	Session 5

Thursday

Session 1	Session 2	Recess	Session 3	Session 4	Lunch	Session 5

Friday

Session 1	Session 2	Recess	Session 3	Session 4	Lunch	Session 5



# Good Standing Passport

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date of Loss: \_\_\_\_\_

You have been given this Passport because you have not met one of more of the ARCH Way Expectations and lost your Good Standing. This Passport will provide you with the opportunity to earn your Good Standing back and repair any harm by showing that you can follow the **Charthouse ARCH Way Expectations**.

Your Good Standing will be reinstated after \_\_\_\_\_ days of meeting your 'focus expectation/s'.

### How this Passport works:

- Take the card to each class in the conditional period and present it courteously to the teacher.
- Demonstrate your 'focus expectation/s' and ask for the teacher to sign it at the end of each period.
- It is your responsibility to present it to each teacher and to be sure that the teacher signs it.
- It is your responsibility to present it to the Duty Teacher at the start of Recess & Lunch in your play area.
- If behaviour expectations are not met and you receive a 1 for any period, an extra day will be added.

Play Area: \_\_\_\_\_

### The Charthouse ARCH Way - Focus Expectations:

Accepting	Respectful	Caring	Honest

Tools to support you: *(To be negotiated with classroom teacher e.g. fidget, brain break, alternative play space)*

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		COMMENT (and sign)
<b>Period 1</b>	Excellent = 0 Acceptable = 1-2 Unacceptable = 3+	
<b>Period 2</b>	Excellent = 0 Acceptable = 1-2 Unacceptable = 3+	
<b>Recess</b>	Excellent = 0 Acceptable = 1-2 Unacceptable = 3+	
<b>Period 3</b>	Excellent = 0 Acceptable = 1-2 Unacceptable = 3+	
<b>Period 4</b>	Excellent = 0 Acceptable = 1-2 Unacceptable = 3+	
<b>Lunch</b>	Excellent = 0 Acceptable = 1-2 Unacceptable = 3+	
<b>Period 5</b>	Excellent = 0 Acceptable = 1-2 Unacceptable = 3+	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# GOOD STANDING

All students are granted good standing at the beginning of the school year and it resets each term



## GREEN ZONE

You are in the Green Zone if you have kept your 'Good Standing'

In the Green Zone you can participate in normal school events, faction rewards and off-site school activities.



## KEEPING GOOD STANDING

Follow our ARCH values and school expectations at all times.



## WARNING ZONE

You will be in the Warning Zone if you display ongoing behaviours that interfere with the rights of:

- Other students to learn.
- The teacher to teach.
- Everyone to feel safe at school.



## RED ZONE

You are in the Red Zone if you have lost Good Standing.

In the Red Zone you cannot participate in faction rewards or off-site activities, until you return to the Green Zone

## LOSING GOOD STANDING

You will lose your Good Standing for:

- Ongoing behaviours of concern.
- Disrespect to staff.
- Office withdrawal.
- Call to the office for assistance.
- Three 'Time Away' withdrawals.
- Major behaviour incidents.



## RETURN TO THE GREEN ZONE

To get back to the Green Zone you will need to successfully complete five days on a Daily Progress Record.

You will need to show that with support, you have changed the behaviours of concern.