



## GOOD STANDING POLICY

### Policy Statement

Our school is committed to fostering a positive, respectful, and inclusive learning environment where every student is supported to thrive. We recognise that students learn best when they feel valued, connected, and capable of success.

We take a restorative and strength-based approach to behaviour, focusing on:

- **Teaching and modelling expected behaviours** so students clearly understand what is required to contribute positively to our school community.
- **Recognising and building on individual strengths** to encourage growth, resilience, and responsibility.
- **Restoring relationships and repairing harm** when challenges arise, ensuring students have the opportunity to learn from mistakes and rebuild trust.

Good standing is an important marker of a student's positive engagement at school. To ensure it is fair and attainable:

- Students are provided with clear expectations and consistent guidance.
- Opportunities for reflection, learning, and support are embedded when behaviour expectations are not met.
- Pathways to regain good standing are always available, so that students can re-engage, demonstrate growth, and achieve success.

Through this approach, we aim to create a school culture that not only maintains high expectations but also prioritises wellbeing, responsibility, and the belief that every student has the capacity to contribute positively to our community.

### Purpose

At Ravensthorpe District High School, *Good Standing* recognises and supports students to actively engage in their learning and contribute positively to the school community.

Each student must maintain Good Standing status to be eligible for organised Good Standing events. Every student begins each 5-week block with Good Standing. Maintaining Good Standing is the responsibility of the student and is achieved by consistently demonstrating the school values of **Care, Ambition and Respect (CARES)** through meeting behaviour, attendance, uniform, and engagement expectations.

This policy works in partnership with the School's Behaviour Support Policy to:

- Recognise and celebrate most students who meet expectations each day.
- Provide opportunities for reflection, learning, and restoration when expectations are not met.
- Ensure that all students always have a clear and achievable pathway back to Good Standing.
- Respond in ways that are culturally respectful and responsive, recognising the diverse needs, backgrounds, and experiences of our students.

### School Expectations

- Students are required to have Good Standing to participate in Good Standing activities and in events representing Ravensthorpe District High School.
- It is the expectation that Student Leaders will always maintain Good Standing and consistently demonstrate their commitment to the CARES values, both for themselves and as role models within the school community. Inability to maintain Good Standing may require Student Leader status to be reviewed or revoked.
- Based on identified individual needs support plans may be developed for students who require additional assistance to maintain or regain Good Standing. Access to such plans is not automatic and is determined through a structured process of assessment and review.

### Guiding Principles

The process emphasises teaching, modelling, and reflection, ensuring Good Standing is attainable and motivating for all students. Staff and parents work together to support students in re-engaging with the CARES values and strengthening positive connections within the school community.

- **Maintaining Good Standing**
  - Every student always begins with Good Standing at the start of each block.
  - Students are responsible for their own choices and are supported by staff to reflect, learn, and grow.
  - Good Standing reflects a student’s ongoing commitment to the CARES values, and staff will provide guidance and feedback to help students stay on track.
  - Parents and carers will be engaged as partners in supporting students to maintain or regain Good Standing.

- **Loss of Good Standing**

Loss of Good Standing is not a punishment, but rather an opportunity for reflection, restoration, and recommitment to the school’s values.

- When a student does not meet the school’s behaviour expectations aligned with the CARES values, they will be given the opportunity to reflect on their behaviour choices by participating in a targeted tracking card program for a 5-day (one-week) period.
- Tracking cards are issued by Administration when a student is repeatedly reported for violating the school code of conduct and behaviour expectations within a two-week period.
- At the conclusion of the tracking period, the student will either regain full Good Standing status or have their Good Standing temporarily removed.

- **Reclaiming Good Standing**

If Good Standing is removed, students are provided with structured, supported opportunities to regain it.

- The student can initiate a 5-day (one week) observation monitoring card to demonstrate their commitment to meeting the CARES values which includes feedback from teaching staff and opportunity for parents to review progress.
- Successful completion of the observation monitoring card restores Good Standing and re-engages the student with full opportunity to participate in Good Standing activities.
- An extension to Good Standing monitoring may be required if the student has not successfully met all expectations at the end of the 5-day period.
- Restorative conversations and supports will be offered to repair relationships and rebuild trust where needed.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_


Date: \_\_\_\_\_

**Alignment Statement: Good Standing Policy and WA Student Behaviour in Public Schools Policy**


The Good Standing Policy aligns closely with the WA Student Behaviour in Public Schools Policy, ensuring a coherent, whole-school approach to fostering positive behaviour, engagement, and wellbeing. Both frameworks emphasise a **restorative, strength-based approach** that recognises students' individual abilities, cultural backgrounds, and capacity for growth.


1. **Whole-School Approach:** The Good Standing Policy operationalises a whole-school strategy by embedding behaviour expectations through the CARES values (Care, Ambition, Respect) across learning, playgrounds, and extracurricular activities. This mirrors the state policy's focus on collective, collaborative strategies that address student needs, staff capability, and community involvement.
2. **Restorative Practices:** Both policies prioritise restorative approaches. At Ravensthorpe, loss of Good Standing is an opportunity for reflection, restoration, and rebuilding trust. The WA policy similarly positions restorative approaches as central to conflict resolution, accountability, and relational growth.
3. **Multi-Tiered Support:** The Good Standing Policy incorporates pathways to regain Good Standing, personalised plans for students to address challenges, and engagement with parents and carers. This aligns with the WA policy's multi-tiered system of support, which provides layered, responsive interventions for students, including those with complex needs, and ensures cultural responsiveness.
4. **Positive Behaviour and Student Engagement:** Maintaining Good Standing reflects students' competence in meeting the school's CARES expectations, including emotional regulation, responsibility, and constructive participation. This is consistent with the state policy's definition of positive behaviour and its emphasis on holistic student engagement—combining achievement, behaviour, attendance, and social emotional wellbeing.
5. **Community and Staff Involvement:** Both policies emphasise the role of the school community and staff in supporting student development. Teachers, school leaders, parents, and community members collaborate to reinforce expectations, celebrate success, and support students in regaining engagement and connection after challenges.

**Conclusion:** The Good Standing Policy implements the principles of the WA Student Behaviour in Public Schools Policy at a practical, school-level scale. Together, these policies promote a school culture that values wellbeing, accountability, inclusion, and continuous growth, ensuring every student has clear, supported pathways to positive behaviour and engagement.

	<p align="center"><b>CARE</b></p> <p align="center"><i>We are inclusive, act safely and foster wellbeing by avoiding damage or risk.</i></p>	<p align="center"><b>AMBITION</b></p> <p align="center"><i>We are Ready to Learn with motivation, participation and engagement with a commitment to progress and growth.</i></p>	<p align="center"><b>RESPECT</b></p> <p align="center"><i>We are responsible and show regard to ourselves, others and the environment in our actions.</i></p>
<p><b>Early Childhood</b> K – Year 2</p>	<p><i>We make a positive choice and show CARE by...</i></p>	<p><i>We make a positive choice and show AMBITION by...</i></p>	<p><i>We make a positive choice and show RESPECT by:</i></p>
<p><b>LEARNING ENVIRONMENT</b></p> <p><b>Classroom, Assembly, Library, Oval</b></p>	<ul style="list-style-type: none"> <li>• Moving around safely</li> <li>• Keeping hands, feet and objects to yourself</li> <li>• Using equipment correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempting all activities</li> <li>• Clapping in support of our peers' efforts</li> <li>• Following instructions showing readiness for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Being friendly and kind</li> <li>• Listening to and consider others</li> <li>• Respecting personal, peer and school property.</li> </ul>
<p><b>OUT OF SCHOOL ACTIVITIES</b></p> <p><b>Excursions, Community</b></p>	<ul style="list-style-type: none"> <li>• Acting safely by following the instructions of teachers</li> <li>• Respecting others, equipment and the environment when out of school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Being prepared to have a go in activities, with new challenges and in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Being respectful with your words and actions during out-of-school activities</li> <li>• Listening actively</li> </ul>
<p><b>BREAK TIMES</b></p> <p><b>Playground, Oval, Library</b></p>	<ul style="list-style-type: none"> <li>• Wearing a sun hat at play</li> <li>• Including others</li> <li>• Finding a safe adult to help keep everyone safe and to sort out problems</li> <li>• Using equipment correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Using our words when we have a problem</li> <li>• Sharing with and including others.</li> </ul>	<ul style="list-style-type: none"> <li>• Following instructions from all safe adults</li> <li>• Being a good sport</li> <li>• Clearing rubbish and neatly return all equipment as we found it.</li> </ul>

OFFICIAL

 Primary (Years 3-6)	<b>CARE</b> <i>We are inclusive, act safely and foster wellbeing by avoiding damage or risk.</i>	<b>AMBITION</b> <i>We are Ready to Learn with motivation, participation and engagement with a commitment to progress and growth.</i>	<b>RESPECT</b> <i>We are responsible and show regard to ourselves, others and the environment in our actions.</i>
<b>LEARNING ENVIRONMENT</b>  Classroom, Assembly, Library, Oval	<i>We make a positive choice and show CARE by...</i>	<i>We make a positive choice and show AMBITION by...</i>	<i>We make a positive choice and show RESPECT by:</i>
<b>OUT OF SCHOOL ACTIVITIES</b>  Excursions, Community	<ul style="list-style-type: none"> <li>• Wearing appropriate school uniform</li> <li>• Using active listening to understand teacher instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Wearing school uniform</li> <li>• Showing readiness to learn by being organized and prepared with equipment</li> <li>• Participating to the best of my ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Using manners</li> <li>• Displaying positive use of language to everybody</li> <li>• Proactively picking up and disposing of rubbish.</li> </ul>
<b>BREAK TIMES</b>  Playground, Oval, Library	<ul style="list-style-type: none"> <li>• Keeping hands, feet and object to myself</li> <li>• Supporting others and being inclusive</li> <li>• Walking calmly and safely on the footpath</li> <li>• Wearing my school hat at break times.</li> </ul>	<ul style="list-style-type: none"> <li>• Being a good sport by playing fairly and honestly</li> <li>• Lining up quietly outside the classroom after the bell goes ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively pick up and dispose of any rubbish</li> <li>• Using appropriate and kind language</li> <li>• Looking after school equipment by using it carefully and returning it neatly.</li> </ul>

 <b>SECONDARY</b>	<p align="center"><b>CARE</b></p> <p align="center"><i>We are inclusive, act safely and foster wellbeing by avoiding damage or risk.</i></p>	<p align="center"><b>AMBITION</b></p> <p align="center"><i>We are Ready to Learn with motivation, participation and engagement with a commitment to progress and growth.</i></p>	<p align="center"><b>RESPECT</b></p> <p align="center"><i>We are responsible and show regard to ourselves, others and the environment in our actions.</i></p>
	<p align="center"><i>We make a positive choice and show CARE by...</i></p>	<p align="center"><i>We make a positive choice and show AMBITION by...</i></p>	<p align="center"><i>We make a positive choice and show RESPECT by:</i></p>
<p><b>LEARNING ENVIRONMENT</b></p> <p><b>Classroom, Assembly, Library, Oval</b></p>	<ul style="list-style-type: none"> <li>• Arriving to class and hanging my bag on my hook</li> <li>• Supporting everyone’s right to learn by following classroom expectations</li> <li>• Including others and solving problems with kindness and consideration</li> <li>• Being ready to collaborate with all my peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring I have all my equipment ready to start the lesson when I enter the room</li> <li>• Using my computer appropriately for designated work only</li> <li>• Attempting all tasks to the best of my ability and seeking clarification when I am unsure of expectations</li> <li>• Using feedback to reflect on my goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Entering the classroom calmly and quietly</li> <li>• Proactively check for any instructions on the board/teacher and complete as required</li> <li>• Listening actively and responding respectfully when contributing</li> <li>• Using manners and code switching with appropriate and respectful language for the learning environment.</li> </ul>
<p><b>OUT OF SCHOOL ACTIVITIES</b></p> <p><b>Excursions, Community</b></p>	<ul style="list-style-type: none"> <li>• Wearing appropriate school uniform</li> <li>• Following instructions to remain safe</li> <li>• Supporting and encouraging everyone to participate to the best of their ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Participating actively in all opportunities</li> <li>• Demonstrating readiness to learn by taking initiative, reflecting and applying learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriately respectful language</li> <li>• Listening actively and responding respectfully during participation and contribution</li> <li>• Using equipment in the manner it is intended to be used.</li> </ul>
<p><b>BREAK TIMES</b></p> <p><b>Playground, Oval, Library</b></p>	<ul style="list-style-type: none"> <li>• Wearing my school hat at break times</li> <li>• Creating or playing games that include others</li> <li>• Using equipment in the manner it is intended to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Being open to new activities and ideas, or creating my own</li> <li>• Being ready to learn by participating in activities even if I am uncertain.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively picking up and disposing of any rubbish</li> <li>• Using manners and appropriate respectful language</li> <li>• Looking after school equipment by using it carefully and returning it neatly.</li> </ul>

