



**LAKE MACQUARIE**  
HIGH SCHOOL

**STUDENT BEHAVIOUR  
SUPPORT AND  
MANAGEMENT PLAN  
2025**

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## Policy Statement

*Lake Macquarie High School* is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. Our inclusive, engaging and respectful practices enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual. This plan reflects our school's strategic and evidence-based behaviour management tiered approach that is aligned with the Department of Education's (DoE) Student Behaviour Policy.

Our goal is to inspire every child to participate positively in society. We value and strive to develop safe, respectful learners in a caring learning community through our school motto of *Aspire, Embrace and Innovate*. The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm, learn from their behaviour and ensure safety of self and others.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- [Restorative Practice](#)
- Trauma Informed Practice
- [Positive Behaviour for Learning](#) (PB4L) [Appendix 1](#)
- [Care Continuum](#) (Stepped Care Model) [Appendix 2](#) and [Appendix 3](#)

These programs prioritise social and emotional learning which supports good mental health, emotional self-regulation, positive relationships, setting and achievement of goals and the prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or inappropriate conduct occur.

## Partnership with parents and carers

Lake Macquarie High School will partner with families and carers in establishing expectations for engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- Inviting parent/carer, community and student feedback through formal and informal means, for example, through Tell Them from Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- Using concerns raised through complaints procedures to review school systems, data and practices
- Lake Macquarie High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

## School -wide expectations and values

Students at Lake Macquarie High School are expected to follow the school-wide Positive Behaviour for Learning (PB4L) values of SOAR:

SAFETY	OWNERSHIP	ACHIEVEMENT	RESPECT
Follow directions	Leave classroom tidy	Allow learning	Accept diversity
Move on the bell	Prepared for class	Complete assignments	Follow staff instructions
Move sensibly & safety	Wear full uniform	Participate positive	Hats & devices away
Respect personal space		Positive role model	Use appropriate language
		Strive for excellence	

Positive Behaviour for Learning (PB4L) is implemented to improve the learning and wellbeing of all students in all school settings. PB4L is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. (Refer to [Appendix 1](#) for PB4L expectations matrix).

## Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students. ([NSW Behaviour Code for Students](#))

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

**Behaviour code for students: Student actions**

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

**Respect**

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

**Safety**

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

**Engagement**

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- providing clear learning intentions and success criteria (LISC) in all lessons
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons
- differentiating learning content and tasks to meet the needs of all learners
- clear rules and expectations are visible in all settings

Students may require different types of intervention delivered in different ways along a continuum of care.

The **care continuum** includes interventions for:

- **all students** - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as **prevention** or universal interventions.
- **some students** - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes **early** and **targeted interventions**.
- **a few students** - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, **individual interventions**.



Care Continuum	Strategy or Program	Details	Audience
Prevention	PB4L	Students engage in activities that link to PB4L and SOAR values which are reinforced by staff regularly, including at weekly and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	<a href="#">National Week of Action Against Bullying and Violence (NWA)</a>	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	<a href="#">Peer support program</a>	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention	Check & Connect	HSC Mentor program. Students connected with mentor teacher.	HSC students
Prevention/ Early / Targeted / & Individual intervention	<a href="#">Restorative Practice</a>	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention / Early intervention	<a href="#">Student Support Officer</a>	Supports the implementation of the school's approach to wellbeing.	Students 7 - 12
Prevention / Early intervention	<a href="#">Aboriginal Education Officer</a>	Provide assistance to teachers, Aboriginal students and their families to support improved learning and wellbeing outcomes for Aboriginal students.	Aboriginal and Torres Strait Islander students 7 – 12, teachers, families, communities
Prevention / Early intervention	Leadership programs	These include Student Representative Council, canteen helpers, School Captains and Sport House Captains.	Students 7 - 12
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Targeted individual intervention	Academy	Small group tuition for intensive teacher support with class and assessment work.	Students 7 - 12
Targeted intervention	Boost program	Small group social/emotional skills support.	Students 7 - 12

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	SOAR Starters	For students joining the school after the start of a normal school year, for students who have had multiple school placements and/or students who require additional transition support.	Individual students 7-12
Targeted intervention	<a href="#">BeYou</a>	Attendance, school refusal, mental health and guided support.	Individual students 7-12
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern and/or students with social/emotional concerns.	Individual students 7-12, SSO, AEO
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Individual intervention	Behaviour Monitoring	A period of time on a monitoring card to change a pattern of behaviour.	Students 7-12, HT, DP
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor, HTs, DP, HSLO
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing monitoring and reviewing behaviour support; behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing, HT Support, DP, Team Around a School

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing or repeated and involves behaviour that can cause harm. (Refer to [Appendix 4](#) for bullying flowchart).

Lake Macquarie High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency
- Students, parents or carers can report bullying to any staff member
- Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

## Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – persistent or serious behaviour of concern is managed by school executive.

Corrective responses by teachers for inappropriate behaviour may include:

- rule and expectation reminder
- remove triggers
- re-direct, offer choice or error correction
- verbal and non-verbal prompts
- modification of learning environment e.g., seat change
- stay in at break to discuss/complete work/walk with teacher
- reflection and restorative practices
- communication with parent/carer

## Three Tiers of Interventions – A Layered Support Framework

Lake Macquarie High School uses a layered support framework to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. (Refer to [Appendix 5](#)).

<b>Tier 1 – Preventative interventions and universals</b>	<b>All students</b>
Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students.	
<b>Tier 2 – Early or Targeted Interventions</b>	<b>Some students</b>
Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.	
<b>Tier 3 – Individual Interventions</b>	<b>Few students</b>
Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team.	

TIER 1	TIER 2	TIER 3
<b>PREVENTION AND UNIVERSALS</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>EARLY AND/OR TARGETED INTERVENTION</b> Responses to minor inappropriate behaviour are teacher-managed	<b>INDIVIDUALISED INTERVENTION</b> Responses to behaviours of concern are executive managed
Teachers model positive behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Staff refer to SOAR values and class expectations.	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour – digital gotchas.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
Tangible reinforcers include those that are: <ul style="list-style-type: none"> <li>• free and frequent,</li> <li>• moderate and intermittent, and</li> <li>• significant and infrequent</li> </ul> reinforcers are recorded on Sentral Wellbeing – gotchas, postcards, recognition assemblies and outings.	3. Use direct responses e.g. rule and expectation reminder, provide choice, scripted interventions. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
Behaviour expectations are taught and referred to regularly through activities, weekly focus areas (SOAR values) and year group focus days. Where appropriate, targeted approaches for identified individuals may be utilised such as inclusion in learning and support programs.	4. Teacher records on Sentral by the end of the school day. Monitor and contact the parent/carer if appropriate. For some incidents, a referral may be made to the school's anti-racism contact officer (ARCO) or Year Advisor (YA) or HT Wellbeing.	4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Parents may be notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral. Student awards for positive behaviour are given at weekly assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team and/or wellbeing team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the [Incident Notification and Response policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

## Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate break plan</b> – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Sentral Wellbeing module
<b>Restorative practice</b> – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Sentral Wellbeing module
<b>Reset and Reflect room</b> – Restorative practice encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	Next break	School executive	Sentral Wellbeing module

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Plan Endorsed by:	Brendan Maher	Principal	
Plan Approved:	Dr Fiona Walsh	Director Educational Leadership	
Plan Implementation Date:	01 February 2025	Plan Review Date:	01 February 2026

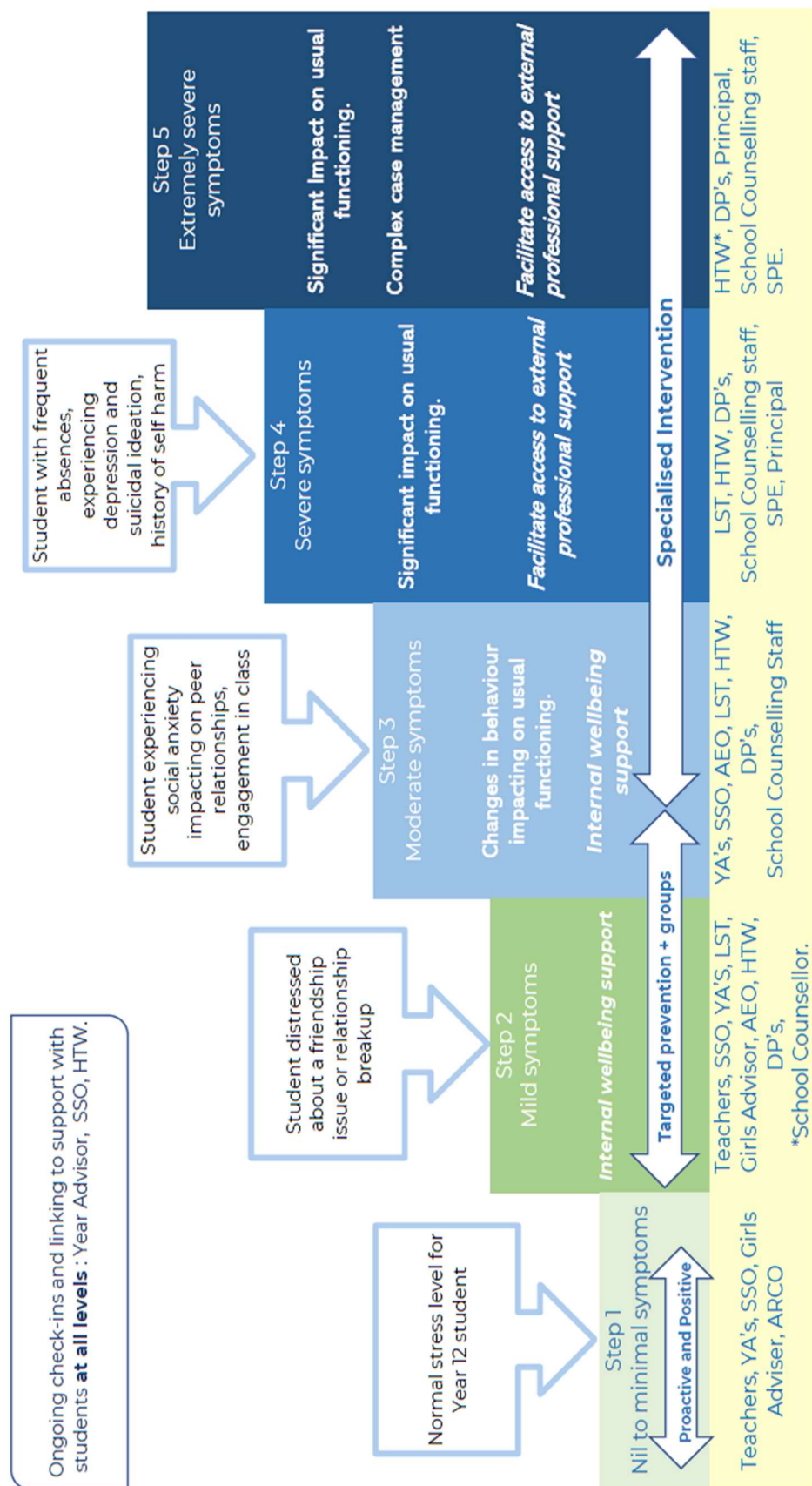
# PB4L Expectations Teaching Matrix (Appendix 1)



## LMHS PB4L EXPECTATIONS TEACHING MATRIX

Expectation	Classroom	Playground	Transitions (outside the classroom)	Toilets	Assembly/School events	Canteen	Bus
<b>SAFETY</b>	<ul style="list-style-type: none"> <li>Move on the bell and be ready for class</li> <li>Follow directions</li> <li>Respect personal space</li> <li>Move sensibly and safely</li> </ul>	<ul style="list-style-type: none"> <li>Follow staff instructions</li> <li>Stay inbound</li> </ul>	<ul style="list-style-type: none"> <li>Move quickly to class</li> <li>Line up quietly outside classrooms</li> <li>Wait for teacher instruction before entering a classroom</li> </ul>	<ul style="list-style-type: none"> <li>Use the bathroom for its proper purpose</li> <li>Be hygienic</li> </ul>	<ul style="list-style-type: none"> <li>Follow <u>teachers</u> instructions at all times.</li> <li>Be patient</li> <li>Sit in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>Follow staff instructions</li> <li>Use appropriate language</li> <li>Wait your turn.</li> </ul>	<ul style="list-style-type: none"> <li>Line up in appropriate area</li> <li>Follow staff instructions</li> <li>Wait your turn</li> </ul>
<b>OWNERSHIP</b>	<ul style="list-style-type: none"> <li>Wear full school uniform</li> <li>Be prepared for class with all necessary equipment</li> <li>Leave the classroom tidy</li> </ul>	<ul style="list-style-type: none"> <li>Keep your space clean</li> <li>Share spaces</li> <li>Finish activity when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Look after our school grounds and property</li> <li>Put all rubbish in bins after break times.</li> <li>Public spaces are for the public. Keep foyer and office areas clear.</li> </ul>	<ul style="list-style-type: none"> <li>Report problems</li> <li>Encourage others to use the area appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Participate in activities when asked.</li> <li>Engage in school events.</li> <li>Wear full school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Line up and wait patiently</li> <li>Dispose of rubbish and recycling thoughtfully</li> </ul>	<ul style="list-style-type: none"> <li>Be a proud representative of the LMHS community</li> <li>Tap on Tap off.</li> </ul>
<b>ACHIEVEMENT</b>	<ul style="list-style-type: none"> <li>Allow Learning</li> <li>Participate positively</li> <li>Strive for excellence</li> <li>Be a positive role model</li> <li>Complete all assignments and meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Be active</li> <li>Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Be on time, every time.</li> <li>Remind others to keep our school clean</li> <li>Move directly to your destination.</li> </ul>	<ul style="list-style-type: none"> <li>Go straight to the bathroom and return to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>Follow <u>teachers</u> instructions</li> <li>Remain in assigned seats throughout performance</li> <li>Accept diversity and be considerate of others.</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of others</li> <li>Stand in line, order, collect and then leave area.</li> <li>Volunteer for canteen duty and be involved.</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate</li> <li>Be a positive role model</li> </ul>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>Follow staff instructions</li> <li>Use appropriate language</li> <li>Accept diversity and be respectful of others</li> <li>Store hats and electronic devices away</li> </ul>	<ul style="list-style-type: none"> <li>Respect property and equipment</li> <li>Use appropriate language</li> <li>Include others</li> </ul>	<ul style="list-style-type: none"> <li>Greet teachers, staff and other students</li> <li>Respect other people's belongings.</li> <li>Be polite and respectful to office staff</li> </ul>	<ul style="list-style-type: none"> <li>Respect bathroom supplies and equipment</li> <li>Respect others privacy</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention</li> <li>Show respect and appreciation for speakers and performers.</li> <li>Store hats and electronic devices away</li> <li>Use appropriate language and behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Use manners – please and thank you</li> <li>Be patient</li> <li>Be considerate of others</li> </ul>	<ul style="list-style-type: none"> <li>Respect property and equipment</li> <li>Use appropriate language</li> <li>Be polite</li> </ul>

## Stepped Care Model (Appendix 2)



## Stepped Care Model – Care Continuum (Appendix 3)

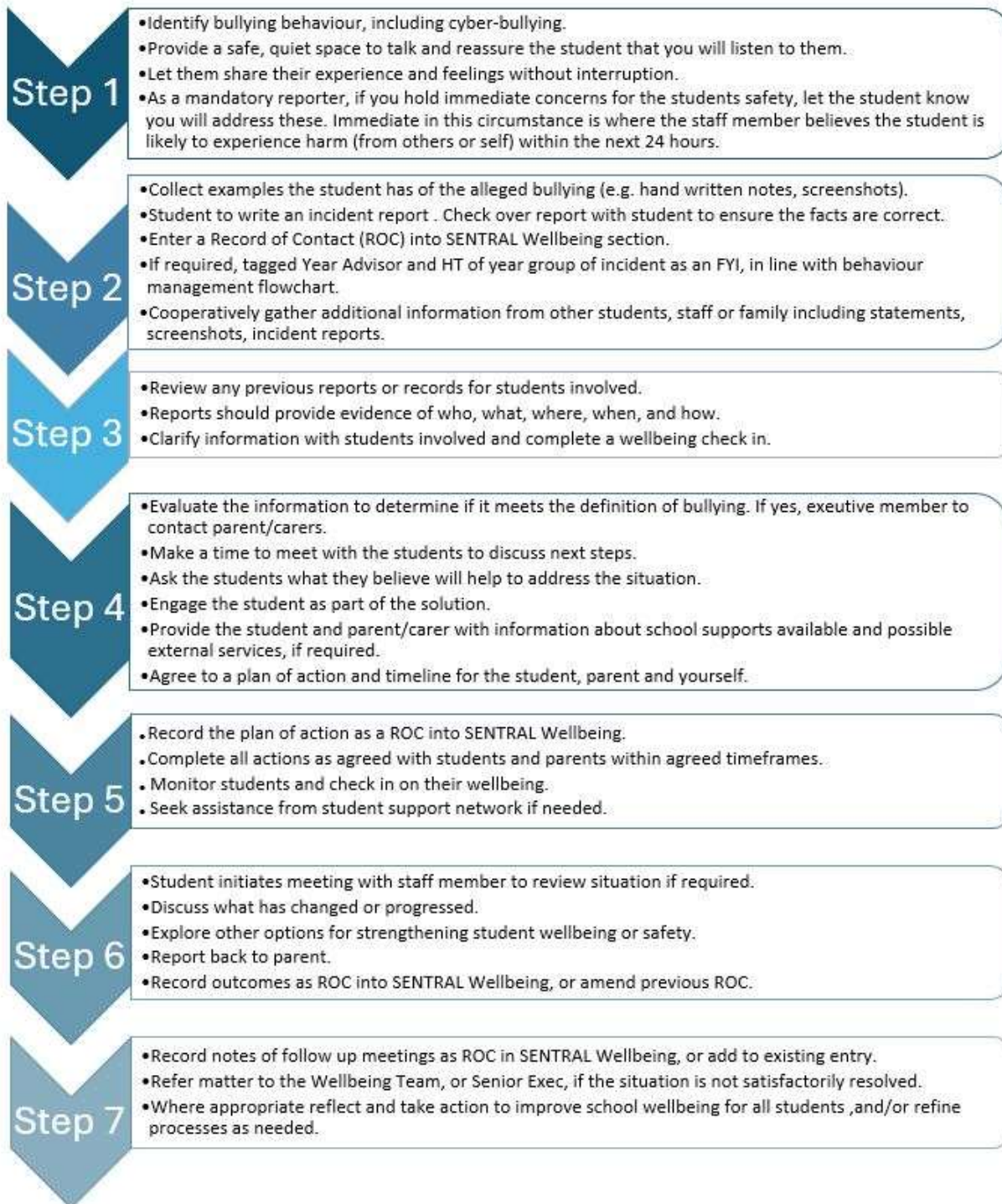
The Stepped Care Model seeks to provide our students with both *differentiated* and *consistent* responses to Wellbeing with actions and interventions across the school. Stepped care provides a framework for the care of individuals that uses limited resources to their greatest effect on a population basis, connecting students to the right care and *empowering resilience*.

The model ensures that student wellbeing needs are met at the earliest point of intervention and area escalated based on factors such as intensity, frequency and duration. Movement can be up and down the scale.

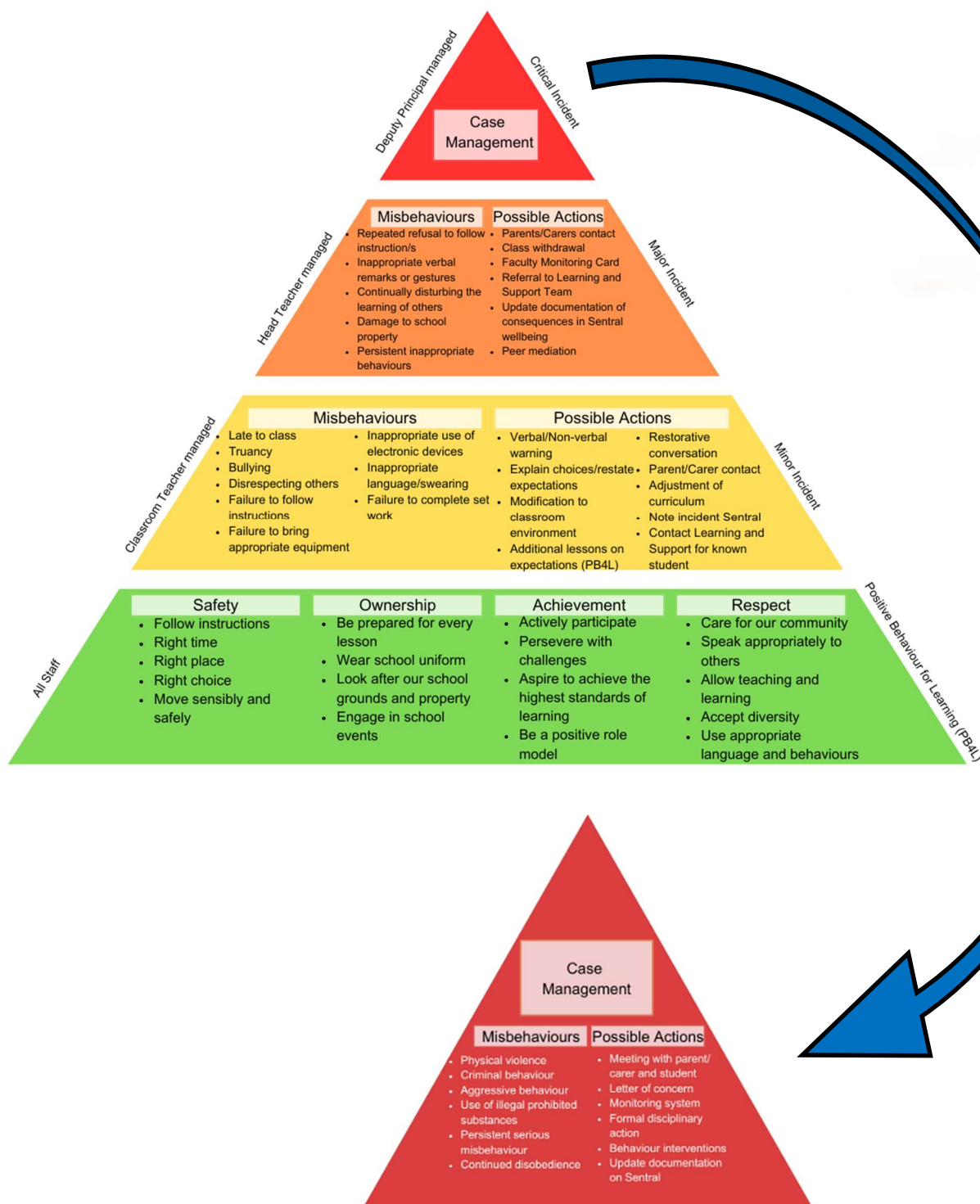
Care Continuum				
Very Low	Low	Medium	High	High
<ul style="list-style-type: none"> <li>• Caring Conversations and follow up check ins.</li> <li>• CICO school process</li> <li>• ACADEMY space</li> <li>• Early intervention and health promotion</li> <li>• Provide Mental Health awareness and education resources</li> <li>• Recommendation of <a href="#">eMHprac</a> resources</li> <li>• Foster resilience through explicit teaching of <a href="#">social and emotional skills</a></li> <li>• Promote partnerships with families.</li> <li>• BeYou resources and fact sheets: Learning Resilience, Family Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Step 1 interventions</li> <li>• Contact parents, guardians, carers (YA/SSO/G.A/HTW)</li> <li>• Caring Conversation and follow up</li> <li>• CALM card process</li> <li>• BOOST programs. School based early intervention programs.</li> <li>• CICO- SEL program. School process</li> <li>• <a href="#">BiteBack</a> mental fitness program</li> </ul> <p>*School counsellor can be involved for reference material, support, suggested actions.</p>	<ul style="list-style-type: none"> <li>• Step 2 Interventions</li> <li>• Contact parents, guardians, carers</li> <li>• Caring Conversations and follow up</li> <li>• Possible referral to school counsellor support staff</li> <li>• Referral to LST</li> <li>• Develop Learning and Support classroom plan- modifications.</li> <li>• Evidence based programs targeted to a particular group or cohort.</li> <li>• Possible referral to external services.</li> </ul>	<ul style="list-style-type: none"> <li>• Step 3 interventions</li> <li>• Contact parents, guardians, carers</li> <li>• School based support SC, SPE</li> <li>• Intensive psychological interventions – external providers.</li> <li>• Safety Planning completed by SC or external services</li> <li>• Risk management completed by DP, LST, external services, SC.</li> <li>• Crisis support if needed.</li> <li>• Medication/GP/Psychiatrist</li> <li>• Develop Educational Support Plan</li> <li>• Promote collaborative decision making with families and health professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Step 4 interventions</li> <li>• Contact parents, guardians, carers</li> <li>• School based support SC, SPE</li> <li>• Crisis support if needed</li> <li>• Complex case management.</li> <li>• Implement classroom strategies to enhance engagement in education</li> <li>• Ensure immediate safety of the student and others.</li> </ul>

## Bullying Flowchart (Appendix 4)

The following flowchart explains the actions Lake Macquarie High School staff may take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting where there is a clear and close connection between the school and students' conduct. The timeframes may vary depending on the professional judgment of staff who receive the bullying complaint and the assessment of immediate risk to a student/s.



## Managing Student Behaviours (Appendix 5)



## Behaviour Management Flowchart (Appendix 6)

