



Behaviour Support and Management Plan

Overview

Marsden High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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 goal is to maximise opportunities for our students to grow and achieve their best through quality teaching instruction and having high expectations for student behaviour. We seek to develop and empower self-motivated learners in a cohesive school that upholds its shared vision and values of cooperation, achievement, and respect. We encourage students to be their own advocates when it comes to their wellbeing needs.

The school incorporates high academic expectations and behaviour support into the School Improvement Planning for 2025 – 2027. These goals include

- Student growth and attainment – a focus on improving literacy and numeracy, as well as supporting the growth of HPGE
- Collective Efficacy – developing community responsibility for the school
- Sense of belonging – a focus on students' connection to the school and developing its culture

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

- Making choices framework
- Zones of regulation
- Connect lessons (pastoral care)
- Stepped care approach to wellbeing

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Whole school approach

Marsden High School embeds student wellbeing and positive behaviour approaches and strategies and responds to behaviours of concern, including bullying and cyberbullying behaviour.

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, including our five standard classroom rules
- implementing programs and initiatives to develop and support student wellbeing
- establishing predictable routines and procedures that are communicated clearly to students, such as consistent lining up at the start and end of the lesson
- encouraging expected behaviour with positive feedback and reinforcement
- clear communication of the learning intentions and success criteria for every lesson
- discouraging inappropriate behaviour by allowing students to reflect on their actions using the Making Choices Framework
- allowing avenues for student advocacy and voice through student leadership groups
- annual wellbeing camps and excursions promoting bonding with staff and students
- opportunities for active engagement with learning through HPGE classes
- differentiating learning content and tasks to meet the needs of all learners.

Partnership with parents and carers

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

- inviting families 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 AECC
- using concerns raised through respectful communications to review school systems, data and practices.

Marsden High School prioritises the wellbeing of all students and staff. Students, staff and parents work in partnership to promote student learning and ensure a safe environment in which our students can learn and grow. Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning
- to be offered various information sessions hosted by the school in collaboration with local community groups
- communication from school staff will be timely, polite and informative
- professional relationships with school staff are based on transparency, honesty and mutual respect
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We understand the importance of the idea that "it takes a village to raise a child". For this reason, Marsden High School offers various information sessions such as:

- Tuning into teens, hosted by Relationships Australia every month
- Various parenting courses offered throughout the year, both online and in person
- Information sessions about subject selections
- Parent/carer evenings with information pertaining to the commencement of the preliminary and HSC courses
- "Settling into high school" transition night for Year 6 parents

Unsafe or threatening behaviour from community members is not acceptable in our school. To ensure the wellbeing of students, staff and the community in our school, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

School Community Charter

The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/school-community-charter/school-community-charter-english.pdf>

Student expectations and responsibilities

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. At Marsden High School, all students can expect:

- a safe school environment
- access to quality learning opportunities and resources
- to be treated with respect by other students, teachers and school staff
- opportunity to express their views, set goals and self-advocate respectfully
- to actively participate in learning
- opportunity to manage their behaviour
- to be made aware of and take responsibility for how their behaviour and actions impact others.

These are all outlined in our CARE principles which emphasise the students' responsibility to cooperate, achieve and respect every day.

All students at Marsden High School have a responsibility to adhere to the following principles.

Cooperate	Achieve	Respect
Follow staff instructions	Success through effort	Show courtesy to everyone
Arrive on time	Come prepared for every lesson	Take responsibility for your own actions
Act safely	Ask for help when needed	Wear the school uniform correctly

Whole school approach across the care continuum (Appendix 2)

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.

Our school has a Learning and Support as well as a Wellbeing team that work with different students across the care continuum. This provides different support to students based on their needs, with universal strategies, as well as preventative, targeted and individual intervention methods used. Our supports include:

- access to two Student Support Officers as well as two school counsellors/psychologists
- Anti-Racism Contact Officer with an anti-racism policy and procedure in the school
- special “boys mentoring” groups to support male students exhibiting problematic behaviour
- availability for personalised mentoring through Raise for Year 8 students
- Group intervention programs such as Grow Girls and RAGE
- Fortnightly Connect lessons in small, pastoral care groups
- Individual support through the Wellbeing Health Nurse

Behaviour management at Marsden High School

Supporting positive behaviours

Marsden High School is a positive, inclusive, and safe learning environment that promotes the wellbeing of all students and encourages cooperation by implementing strategies that foster prosocial behaviour, positive relationships and a climate of respect. This enables young people to have their needs supported and gives them opportunities to thrive. We teach and model the behaviours we value in our students.

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
- 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 that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Marsden High School Merit System

The Recognition System encourages and recognises a student’s effort, performance, active engagement, improvement or dedication to curricular and extracurricular activities as well as those who are positive ambassadors for the school. The Merit Awards allocated to students can be viewed by staff on Sentral, by students on Sentral Student Portal and by Parents/Caregivers on Sentral Parent Portal.

Students can also achieve House Points for their contribution in sporting activities. This is combined with the points of their merit awards. The House with the most points is given a

celebration party at the end of the school year.

Merit Point Category	Definition
Bronze Awards	Given to students by teachers for following our CARE principles.
Silver Awards	Given to students who attain 10 Bronze awards, who display school service, show sporting or academic success.
Gold Awards	Given to students who gain 3 Silver awards. Students also receive a \$5 canteen voucher.
Principal's Award	At the end of the year, there will be a reward day to celebrate students who have achieved at all levels of merit. The students in each year group with the highest number of gold awards are recognised at Presentation Day at the end of the year.

Identifying behaviours of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires intensive intervention. A behaviour of concern does not include low-level inappropriate or age appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm. All students receive information about the difference between bullying, teasing and harassment. Students are taught to advocate for themselves and report bullying and harassment directly to their year adviser using a Google form called "I want to feel safe" report.

Marsden High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying 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)
- student declaration via completion of an "I want to feel safe" report on Google Classroom
- 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 or parents can report bullying to any staff member. Students who have been bullied will be offered appropriate support, for example through their year adviser or school counselling service.

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 the behaviour poses a risk to the learning, safety or wellbeing of the student or others. Corrective responses by teachers may include:

- student responsibilities reminder
- allow students to 'make a choice' in their behaviour
- prompts
- seat change
- stay in at break to discuss/complete work with teacher
- referral to KLA Head teacher
- reflection sheet during break time
- communication with parent/carer
- in school reflection
- faculty or DP CARE monitoring cards

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour and / or aggression towards others, may consist of the following:

- immediate steps to ensure the physical safety of students and staff
- formal caution to suspend, suspension or expulsion
- investigation of the incident, including investigation into antecedents, student accounts and staff observances and actions
- determine appropriate responses including supports for students impacted and consequences for behaviours of concern
- refer/monitor students 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
- liaise with additional support or advice

- communication and collaboration with parents/carers (phone, email, parent portal, meeting).

Any physical assault of students or staff will result in an immediate suspension. During the suspension investigation of the incident and 'next steps' determined.

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:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#)
- [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 coordinate s?	How are these recorded?
Reflection time – 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 – maximum 20 minutes	All staff	Sentral – Wellbeing incidents
In school reflections	Minimum one period – maximum 2-3 days. Students receive 30 mins recess and 30 mins lunch at alternative times	Executive	Sentral
Restorative practice – peer mediation	Scheduled as soon as all involved are available	Year Advisor/SS O	Sentral

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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.

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.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

Appendix 2 – Behaviour Management Continuum



BEHAVIOUR MANAGEMENT CONTINUUM

CARE 2 LEARN

AT MARSDEN WE...

C

COOPERATE

Follow staff instructions.
Arrive on time.
Act safely.

A

ACHIEVE

Succeed through effort.
Come prepared for every lesson.
Ask for help when needed.

R

RESPECT

Show courtesy to everyone.
Take responsibility for your own actions.
Wear the school uniform correctly.

E

EVERY DAY

CLASSROOM RULES

AT MARSDEN WE...

1. Keep phones and buds in bag, switched off.
2. Listen and follow teacher's directions.
3. Use appropriate language, tone and volume.
4. Keep hands, feet and objects to self.
5. Use equipment and learning space responsibly.

MOBILE PHONES

OFF & AWAY

- Phones need to be switched off and placed in bags
- Headphones and earphones must be in bags
- Devices seen out of bags must be handed over to a teacher

MAKING CHOICES

1.

A chance to THINK...

2.

Think AGAIN and make a choice.



3.

Time to REFLECT.

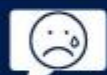


4.

WORK it out...



ZONES OF REGULATION



BLUE ZONE

SAD
SICK
TIRED
BORED
MOVING SLOWLY



GREEN ZONE

HAPPY
CALM
FEELING OKAY
FOCUSED
READY TO LEARN



YELLOW ZONE

FRUSTRATED
WORRIED
SILLY/WICELY
EXCITED
LOSS OF
SOME CONTROL



RED ZONE

MAD/ANCY
MEAN
TERRIFIED
YELLING/HITTING
OUT OF CONTROL



BEHAVIOUR MANAGEMENT CONTINUUM OF SUPPORT

PART 1— CLASSROOM MANAGEMENT

TEACHER LEVEL

As a classroom teacher, you are expected to manage the following **low-level** behaviours

Low-Level Behaviours Class Teacher Managed
<p>Cooperate</p> <ul style="list-style-type: none"> Not following staff Instructions Late to class Inappropriate use of equipment in the classroom, including mobile phones and all other technology. Out of seat/assigned area Disrupting others / class Inappropriate use of mobile phone / belongings Inappropriate items at school – minor risk eg: gum, liquid paper Throwing objects – e.g., pens, water Unsafe rough play – minor - moderate risk Running inside buildings Out of bounds
<p>Achieve</p> <ul style="list-style-type: none"> Non attempt of work Truancy (Work with HT Faculty) Misuse of electronic equipment Dishonesty/cheating
<p>Respect</p> <ul style="list-style-type: none"> Inappropriate tone / talking back / attitude Calling out / interrupting others / excessive noise Food and drink in class/buildings Non-directed swearing – low level Inappropriate displays of affection Verbal putdowns / teasing (low level) Touching another's property Littering



As a classroom teacher, you should use the following strategies to assist with the management of **low-level** behaviours

Low-Level Behaviours Teacher Strategies
<ul style="list-style-type: none"> Using CARE, Making Choices Framework and Classroom Rules, establish clear expectations for your classroom – be consistent. Profile class – know their strengths and areas for support Reward positive behaviour – call home, send positive letter Acknowledge students' effort Remind students to stay on task Seat student/s near the front of room, near the teacher, near positive role model / seating plans for difficult class In class timeout/reflection desk Avoid class confrontations with a student In-school reflection with teacher – recess/lunch Discuss concerns with Head Teacher – advice / support Parent Contact – discuss concerns/work together (work with HT before calling) Refer to Additional Strategies - Lesson Organisation and Conversation Starters for more supports Record incident and teacher action on Sentral as needed (e.g. multiple occurrences of misbehaviour). Refer to the Head Teacher for ongoing concerns / no improvement in behaviour and/or attitude, via preferred faculty communication method (e.g. verbal, email, faculty WhatsApp). When referring to HT, print out Sentral record or provide incident number, showing all supports/strategies you have tried. If you have had parent contact, advise HT on outcome/attitude of conversation.

If you witness/experience the following **medium-level** behaviours, you should immediately escalate to your Head Teacher

Medium-Level Behaviours Referral to Head Teacher
<ul style="list-style-type: none"> Vandalism / damaging faculty property eg – faculty laptops, furniture. Inappropriate/offensive drawings or writing Engaging with/talking to Primary school students Students walking around being disruptive/loud during class time Plagiarism Harassment / bullying / cyberbullying in classroom Hostile/disrespectful behaviour towards a teacher
<ul style="list-style-type: none"> Persistent low-level behaviour, ongoing non-cooperation with teacher direction (teacher has applied a number of strategies with little or no improvement in student behaviour).

If you witness/experience the following **high-level** behaviours, you should immediately send for a Deputy Principal (e.g. send another student to office) and inform your Head Teacher of the incident

High-Level Behaviours Referral to Deputy Principal
<ul style="list-style-type: none"> Inappropriate items at school – major risk - weapons/alcohol/drugs (paraphernalia)/vaping/smoking Aggressive Behaviour – threats /violence /physical contact (person or clothing) Unsafe behaviour with intent or potential to cause injury (to student or others) Spitting at staff member or student Verbal abuse to staff (e.g. swearing directly at school staff) Inappropriate use of technology – high risk behaviour e.g., pornography / sexting Throwing objects off the balcony Vandalism/damaging school property – eg toilets Contact with TAFE students through the fence Students found in toilets during class time without permission Leaving school grounds Racism / discrimination
<ul style="list-style-type: none"> Ongoing, persistent non-cooperation after Head Teacher intervention (referred by HT)

If the teacher strategies are not successful and the student continues to display ongoing non-cooperation/defiance/disobedience, the behaviour becomes **medium level** and should be escalated to your Head Teacher



BEHAVIOUR MANAGEMENT CONTINUUM OF SUPPORT

PART 2— EXECUTIVE BEHAVIOUR MANAGEMENT SUPPORT

HEAD TEACHER LEVEL

As a head teacher, you are expected to manage the following **medium-level** behaviours

Medium-Level Behaviours Referral to Head Teacher

- Vandalism / damaging faculty property e.g. – faculty laptops
- Inappropriate/offensive drawings or writing
- Engaging with/talking to Primary school students
- Students walking around being disruptive/loud during class time
- Harassment, bullying and/or cyberbullying in classroom
- Hostile and/or disrespectful behaviour towards a teacher
- Plagiarism – Year 10, 11 and 12 – refer to Faculty process and Year Assessment Books
- Ongoing non-cooperation with teacher direction:
 - Continued defiance/not following staff instructions, continued out of bounds, continued unsafe/rough play (Cooperate)
 - Continued non-attempt of work, ongoing class truancy, ongoing breach of electronic device, ongoing dishonesty/cheating/forgery (Achieve)
 - Continued disobedience in class or playground, continued/excessive non-directed swearing; continued littering (Respect)



As a head teacher, you should use the following strategies to assist with the management of **medium-level** behaviours

Medium-Level Behaviours Head Teacher Strategies

- Support / advise class teacher as needed
- Mediation – Work it Out chat with teacher and student – if needed
- Liaise with class teacher and complete referral to Learning and Support / Wellbeing Team for assistance if required. E.g., HT / LaST / SLSO / SSO / YA / Wellbeing nurse / SC support
- Contact Parent – phone conversation or meeting, work together
- Recess /Lunch or After School Reflection
- In Faculty Reflection – student placed in senior class for up to 2 weeks (HT discretion)
- Faculty CARE Monitoring Booklet
- Faculty letter - (positive and letter of concern)
- Record Head Teacher action / follow up on Sentral



If the head teacher strategies are not successful and the student continues to display ongoing non-cooperation / defiance /disobedience, the behaviour becomes **high level** and should be escalated to the relevant Year Deputy Principal, in person.

Ensure you have had parent contact before referring to DP.

Include all supports / strategies / consequences in package referral to DP (printed Sentral record)

DEPUTY PRINCIPAL LEVEL

As a Deputy Principal, you are expected to manage the following **high-level** behaviours

High-Level Behaviours Referral to Deputy Principal

- Inappropriate items at school – major risk - weapons/alcohol/drugs (paraphernalia)/vaping/smoking
- Aggressive Behaviour – violence/physical contact (person or clothing)
- Spitting at staff member or student
- Verbal abuse to staff (e.g. swearing directly at school staff)
- Inappropriate use of technology – high risk behaviour e.g., pornography / sexting
- Throwing objects off the balcony
- Vandalism/damaging school property – eg toilets
- Students walking around being disruptive/loud during class time
- Contact with TAFE students through the fence
- Students found in toilets during class time without permission
- Leaving school grounds
- Ongoing, persistent non-cooperation after Head Teacher intervention:
 - Persistent defiance/not following head teacher intervention instructions, continued out of bounds, continued unsafe/rough play (Cooperate)
 - Continued non-attempt of work, ongoing class truancy, ongoing breach of electronic device, ongoing dishonesty/cheating/forgery after HT intervention (Achieve)
 - Continued disobedience in class or playground, continued/excessive swearing, continued littering, after HT intervention, ongoing harassment/bullying/cyberbullying (Respect)



High-Level Behaviours Deputy Principal Strategies

- Internal Supports – refer to Learning and Support Team – SSO / Wellbeing nurse or SC support
- Parent contact – phone call / meeting
- Case Management of student – liaise with HT LS & W
- Senior Students – Principal Improvement Program (PIP)
- Formal Cautions
- After School Reflection
- Parent meeting
- In School Reflection Program – Green Room
- Suspension
- Incident Report and Support hotline (IRASH) report if required
- MRG – report to Child Wellbeing Unit and / or Child Protection if required
- External supports – Department's Learning and Wellbeing advisers, North Learning Centre referral etc.
- Access Request application for alternate setting placement if needed.
- Record all actions / follow up on Sentral
- Email class teachers of follow up.



BEHAVIOUR MANAGEMENT CONTINUUM OF SUPPORT

PART 3 — PLAYGROUND DUTY MANAGEMENT

Staff Playground Duty Procedures

- School Safety expectations during playground duty require the following from teachers:
 - All staff are required to wear the yellow hi-vis vest supplied on duty. Visibility of teaching staff is important to ensure students know where to find the teacher in case of an issue.
 - The HT on duty wears an orange vest.
 - It is suggested (not mandatory) staff have their mobile phone with them whilst on duty.
 - All staff must be prompt to the duty location. Our duty of care requires students to be supervised from the start of each break. Notify the duty HT if there is an unexpected delay.
 - Be active when on duty - move around, talk to students. Staff should not be on their phone except for urgent matters.
 - Report concerns to the HT on duty and support/follow up when required. Incidents and any follow up should be recorded on sentral.
- Note:** The HT or teacher should call 000 immediately if in your professional judgement an emergency response is needed.
- When the bell rings staff should instruct students in a loud voice to move off to class. Repeat the request if student response is slow. Ensure all students have moved off to class before leaving the area.

Head Teacher Duty Procedures

- Check all staff are on duty and wearing yellow vests.
- Check in with each staff member on duty, ensure no issues and provide HT support where needed.
- Check Toilets on Level 3 and Lower Ground near the canteen.
- HT's must roam out of bounds areas and direct students.
- Responsible for any behaviour issues and follow up with teacher on duty. Serious misbehaviour may be referred to DP for assistance.

Area	Responsibility
Canteen The Canteen operates during each recess and lunchtime.	Teacher 1: (Senior & Junior lines): <ul style="list-style-type: none"> Students wishing to use the canteen services must line up in Junior or Senior lines. Students enter line at Junior and Senior entry points. Students must follow the line and not jump bollards. Students are not permitted to buy for other students or to bulk buy. The Canteen purchase area is out of bounds to students who are not making purchases. No loitering or waiting for friends. No portable speakers are allowed. Ask students to place litter in the garbage bins provided. Once the Canteen line is empty, assist Teacher 2 with supervision around Bike shed and Canteen area. Teacher 2: (Canteen area/Toilets): <ul style="list-style-type: none"> Assist Canteen teacher 1 at the beginning of recess and lunch until the initial rush has dissipated. Assist with moving any loitering students away from the canteen. Move to supervise the back of the canteen area, bike shed and seated area. Ask students to place litter in the garbage bins provided. Monitor toilet area. If entering toilets, alert your presence before entering.
Undercover basketball area and running track/oval	<ul style="list-style-type: none"> Students can play basketball in undercover area – no other games allowed Students can sit on the bleachers next to BB court or on the grassy hill (not on running track or oval). Students can play other ball sports on the oval – no tackle allowed Students can play ball games (e.g. soccer) on flat area in front of grassy hill Students must wear shoes at all times.
Outdoor basketball courts and Volleyball courts	<ul style="list-style-type: none"> BB/Netball only on outdoor basketball courts - active play area only Students may sit on timber seats near spine and the yarning circle
All weather purpose courts	<ul style="list-style-type: none"> Netball, volleyball, soccer allowed in this area Girls ONLY court—far right court near road. Students are permitted to sit on wooden benches
Level 3 South Cola and wooden steps on spine	<ul style="list-style-type: none"> Year 12 only in this area. Passive area - no ball games
Ground Level, central spine and wooden steps	<ul style="list-style-type: none"> Students can sit on flat area and tables Students can sit along corridor outside gym windows, Support Unit and PE/Support Unit staffroom Handball is permitted on Ground/Yellow level above timber seating and outside Student Management
Out of Bounds	<ul style="list-style-type: none"> Fence line along TAFE—students not to interact with TAFE students or members of the public Fence line along Primary School – students not to chat with Primary school students (1 metre away from fence) Areas that do not have teacher supervision for Recess and Lunch — Level 4, Level 3 North, Level 2
Student Toilets	Students to access toilets at Recess and Lunch: <ul style="list-style-type: none"> Lower Ground in Canteen area Level 3—Girls North, Boys South (also open all day)



BEHAVIOUR MANAGEMENT CONTINUUM OF SUPPORT

PART 3 — WET WEATHER PLAYGROUND DUTY MANAGEMENT

Staff Playground Duty Procedures	Head Teacher Duty Procedures
<p>1. School Safety expectations during playground duty require the following from teachers:</p> <ol style="list-style-type: none"> All staff are required to wear the yellow hi-vis vest supplied on duty. Visibility of teaching staff is important to ensure students know where to find the teacher in case of an issue. The HT on duty wears an orange vest. It is suggested (not mandatory) staff have their mobile phone with them whilst on duty. <p>2. All staff must be prompt to the duty location. Our duty of care requires students to be supervised from the start of each break. Notify the duty HT if there is an unexpected delay.</p> <p>3. Be active when on duty - move around, talk to students. Staff should not be on their phone except for urgent matters.</p> <p>4. Report concerns to the HT on duty and support/follow up when required. Incidents and any follow up should be recorded on sentral.</p> <p>Note: The HT or teacher should call 000 immediately if in your professional judgement an emergency response is needed.</p> <p>5. When the bell rings staff should instruct students in a loud voice to move off to class. Repeat the request if student response is slow. Ensure all students have moved off to class before leaving the area.</p>	<ol style="list-style-type: none"> Check all staff are on duty and wearing yellow vests. Check in with each staff member on duty, ensure no issues and provide HT support where needed. Check Toilets on Level 3 and Lower Ground near the canteen. HT's must roam out of bounds areas and direct students. Responsible for any behaviour issues and follow up with teacher on duty. Serious misbehaviour may be referred to DP for assistance. <p>Student Toilets</p> <ul style="list-style-type: none"> Students to access toilets at Recess and Lunch: <ul style="list-style-type: none"> Lower Ground in Canteen area Level 3—Girls North, Boys South (also open all day)

Area	WET WEATHER—Responsibility
<p>Canteen/ Lower Ground/ Bike shed</p> <p>The Canteen operates during each recess and lunchtime.</p>	<p>Teacher 1: (Senior & Junior lines):</p> <ul style="list-style-type: none"> Students wishing to use the canteen services must line up in Junior or Senior lines. Students enter line at Junior and Senior entry points. Students must follow the line and not jump bollards. Students are not permitted to buy for other students or to bulk buy. The Canteen purchase area is out of bounds to students who are not making purchases. No loitering or waiting for friends. No portable speakers are allowed. Ask students to place litter in the garbage bins provided. Once the Canteen line is empty, assist Teacher 2 with supervision around Bike shed and Canteen area. <p>Teacher 2: (Canteen //Table Tennis/ Toilets):</p> <ul style="list-style-type: none"> Assist Canteen teacher 1 at the beginning of recess and lunch until the initial rush has dissipated. Assist with moving any loitering students away from the canteen. Move to supervise the back of the canteen area, table tennis and seated area. Ask students to place litter in the garbage bins provided. Monitor toilet area. If entering toilets, alert your presence before entering.
Undercover basketball area running track/oval	<p style="text-align: center;">Undercover Basketball court—No Games in wet weather—Passive Area ONLY</p> <p style="text-align: center;"><i>Running track/oval—Out of Bounds in Wet Weather</i></p>
Outdoor basketball courts and Volleyball courts	<p><i>Out of Bounds in Wet Weather - Students to move to Undercover areas, Level 1 corridor, Ground Level 1 corridor, Canteen area or undercover BB court</i></p> <p style="text-align: center;">Staff to move to Level 1 to support supervision in Wet Weather</p>
All weather purpose courts	<p><i>Out of Bounds in Wet Weather—Students to move to Undercover areas, Level 1 corridor, Ground Level 1 corridor, Canteen area or undercover BB court</i></p> <p style="text-align: center;">Staff to move to Ground Level to support supervision in Wet Weather</p>
Level 3 South Cola and wooden steps on spine	<ul style="list-style-type: none"> Year 12 only in this area. Passive area - no ball games
Ground Level	<ul style="list-style-type: none"> Students can sit on flat area and tables Students can sit along corridor outside gym windows, Support Unit and PE/Support Unit staffroom Handball is permitted on Ground/Yellow level above timber seating and outside Student Management Ground Level front stairs—Year 7 area—Term 1 only
Central spine and wooden steps wooden steps— <i>Out of Bounds in Wet Weather</i>	
Out of Bounds	<ul style="list-style-type: none"> Fence line along TAFE—students not to interact with TAFE students or members of the public Fence line along Primary School – students not to chat with Primary school students (1 metre away from fence) Areas that do not have teacher supervision for Recess and Lunch — Level 4, Level 3 North, Level 2
Student Toilets	<p>Students to access toilets at Recess and Lunch:</p> <ul style="list-style-type: none"> Lower Ground in Canteen area Level 3—Girls North, Boys South (also open all day)



BEHAVIOUR MANAGEMENT CONTINUUM OF SUPPORT - PART 4—ADDITIONAL STRATEGIES & CONVERSATION STARTERS

Lesson Organisation	Conversation Starters
<p>Know your students and how they learn—profile your class and identify learning needs and behaviour triggers ahead of time</p> <ul style="list-style-type: none"> Identify the learning/needs students will require and the relevant pre-requisite skills and knowledge needed. (Don't assume prior knowledge.) Build a strong rapport / relationship Ensure you have Do Now activities for students to complete in first 5-10 minutes of lesson. Settles the class and sets the tone for lesson. Learning Intentions—Write/post lesson instructions on board – students know what the lesson expectations are Clearly communicate learning objectives of each lesson Chunk—break work into smaller components, sequence it to build in complexity Check for understanding and give additional instruction, guidance or feedback as needed Regularly review and revisit learning Reflect on lesson plan / program is work pitched too high or too low. Adjust/differentiate work where needed – liaise with Head Teacher and Learning and Support for assistance. Liaise with HPGE Team for strategies to challenge students. Reward positive behaviour – call home, send positive letter <p>Using CARE, Making Choices Framework and class rules establish clear expectations for your classroom – be consistent. - explicitly teach, model, demonstrate, practice and review the rules</p> <ul style="list-style-type: none"> Create and build a positive classroom environment – use their interests in lessons Develop routines (and teach them and then teach them again) – be consistent Avoid power struggles, start fresh everyday, let the little things go <p>Reteaching and Restatement</p> <ul style="list-style-type: none"> Refer the student to the expectations posters in classrooms If a few students only, cue them in to the rules: If more than a few students involved, re-teach the rule Use with questions about actions - "Sally, is what you are doing following the classroom rule/meeting the CARE expectations of cooperate/achieve/respect?" <p>Making Choices Framework</p> <ul style="list-style-type: none"> Reminder 1 – chance to think Reminder 2 – think again Reminder 3 – Time to reflect - CARE reflection sheet Work it out with Teacher or HT - (can use CARE, response on Reflection sheet and Zones of Regulation to facilitate discussion) <p>Non-Verbal Messages</p> <ul style="list-style-type: none"> Eye contact, facial expression Proximity to disruption Hand signals Proximity – stand near student/s causing concern, move around the room <p>Tactical Ignoring</p> <ul style="list-style-type: none"> Decide to ignore attention-seeking behaviour Use eye-scanning to monitor the disruption without acknowledging it Give attention to on-task behaviour Know what behaviour to tactically ignore Know how long to ignore before going to the next step <p>Directions and Desists</p> <ul style="list-style-type: none"> Express the intended behaviour clearly and simply Avoid debate or discussion Use the student's name – pause for acknowledgement – make positive statement – use manners, say "thank you" Always expect compliance and give take up time for this Describe the situation followed by a direction: "Peter, the bench is still dirty. Clean it up straight away. Thank you." <ul style="list-style-type: none"> Any strategies that work for you. 	<p>The intention of a script is for staff to use this as a guide only when discussing inappropriate or unsatisfactory behaviour with students.</p> <p>When a student does not answer or misdirects a question just calmly repeat the question asked. Common misdirect questions include:</p> <p>"I wasn't the only one!" "Everyone else was....." "You always only see me!"</p> <p>Suggestions</p> <ul style="list-style-type: none"> Being late to class does not demonstrate our core CARE value of Cooperate – Arrive on time. How do you think we can change this? What do you need to do next time? The behaviour you are displaying is disrupting the learning of other students in the class. This behaviour prevents other students and the teacher from: Learning / teaching Having a fair go Doing their work Participating in class Tell me about what you wrote on your CARE Reflection sheet? Can you see what went wrong? Do you understand why you ended up at the reflection desk, on detention.... Which of our core values / classroom rules didn't you follow? What did you do? OR What did you not do? What can we do to change your behaviour in class? How do you think other students feel when you How does this behaviour affect others in the class? What choice could you have made instead? What is the main issue here? What rule / CARE value did you not follow? What will happen if you continue to behave like this in class? What should you do next time? What can we do to fix it up now so we can move on?
	<p style="background-color: #008000; color: white; text-align: center;">Recording Incidents on Sentral</p> <ol style="list-style-type: none"> Select the Wellbeing Module Search Student and create an incident – Positive; Negative; N Warnings; Data Record; Attendance; Witness Make sure the date is correct – must be date of incident NOT date of recording the incident Select the location as this helps with school data analysis: Choose from the following THREE categories only: Cooperate; Achieve; Respect Record Details by selecting from the checkboxes provided and complete the first comment section as follows (most recent information to the top of the comments box): <div style="margin-left: 20px;"> <p>DP ACTIONS</p> <p>HT ACTIONS</p> <p>TEACHER ACTIONS: e.g: Detention; Student interview; Referral to HT; Called parent</p> <p>INCIDENT: Provide a brief description of the incident in factual terms.</p> </div> Follow Up Actions: When using the notification checkbox, only notify your immediate supervisor (Head Teacher) to whom you will speak about the incident <p>Your Head Teacher may add further Actions to the comment section (as shown above) to your entry so please provide them with the Incident Number.</p> <p>WE DO NOT USE the second comment box (below Follow Up Action checkboxes) as the information does not appear in the printout summary for the Principal.</p>

Appendix 3 – CARE principles

Appendix 4 – Strategies for Behaviour Management

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Students 7 – 12 as required
Prevention/targeted intervention	Raise Mentoring	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Prevention	Connect Lessons	All students engage in wellbeing topics and discussion in small groups once a fortnight with an allocated teacher. Topics include broad wellbeing issues as well as respectful relationships.	Students 7-12 and staff
Prevention	TINT	To increase parent's understanding of how parenting styles can impact student behaviour	Families
Prevention	Backflips against bullying	Annual performances by an organisation involving an interactive and fun way to discuss the harms of disrespectful behaviour.	Students Years 7 - 8
Prevention	Primary school visits	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	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 / Early intervention/ Targeted	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Zones of regulation	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors, as well as a prefect team.	Students 7-12
Targeted intervention	Boys Mentoring	Boys with problematic or harmful behaviours are involved in a mentoring groups once a week focusing on goal building and reflection of their actions.	Select boys 7-10
Targeted intervention	GROW girls mentoring	Girls who need development of social skills and/or resilience work on mentoring and peer building with an SSO once a week for a term.	Select girls 7-10
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor

Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Individual intervention	CARE monitoring cards	These involve Faculty monitoring cards (used by KLA HTs) as well as DP monitoring cards.	Students 7 –12 and executive staff

Appendix 5 –

WELLBEING AT MARSDEN HIGH

Review dates

Last review date: January 31st 2025
Next review date: January 27th 2026