

Rationale – statement of purpose

Underpinning Policies and Procedures

This policy should be read and interpreted in conjunction with:

[Aboriginal Education Policy](#)

[Anti-Racism Policy](#)

[Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

[Drugs in Schools Policy](#)

[Mentoring Students Policy](#)

[Online Communication Services: Acceptable Usage for School Students](#)

[Protecting and Supporting Children and Young People Policy](#)

[Student Discipline in Government Schools Policy](#)

[Student Welfare Policy](#)

[Suspension and Expulsion of School Students Procedures](#)

[The Wellbeing Framework for Schools](#)

[Values in NSW public schools](#)

[School Excellence Framework](#)

Student Wellbeing Overview

In order to provide the students of Marsden High School with quality education, a safe and happy learning environment is encouraged so that students become self-directed life-long learners who can create a positive future for themselves. Student wellbeing is enhanced when all members of the school community participate in the learning programs and life of the school.

Wellbeing

Wellbeing is a measure of happiness and studies show that the following concepts enhance our wellbeing:

- having good relationships with others,
- the company of friends
- rewarding work
- a good diet and physical activity
- sound sleep
- engaging leisure

Optimism, trust self-respect and autonomy also make us happier. Having clear goals to work towards, a 'sense of place' and belonging fosters wellbeing.

Marsden High School Expectations for Effective and Positive Behaviour

At Marsden High School we are focused upon building and supporting educational outcomes for all learners by putting in place sustainable school - wide, classroom and individual systems of support.

- Positive Behaviour Engaging Learning (PB4L) is a research validated behaviour practice, where quality learning environments are created, great teaching and learning occurs, as a whole school focus.
- We have an established proactive school wide system for defining, teaching and supporting appropriate student behaviours.
- The result of PB4L is a positive school environment in which learning and student engagement is enhanced through increased quality teaching time and consistent expectations of behaviour.

The following strategies form the structure for building positive and engaging learning environments for all students:

1. Positively and regularly reinforce positive student behaviours
2. Help teachers intervene effectively to manage behaviour in both classroom and non classroom environments
3. Pro-active supervision in all areas of the school
4. Formal instruction in social skills
5. Help students to regulate their own behaviour
6. School-wide discipline policy including clear and fair consequences

Marsden operates with The Wellbeing Framework for Schools:

- Quality relationships (Connect)
- Quality teaching and learning (Succeed)
- Quality systems (Thrive)

All students are expected to follow the CARE code of school and classroom behaviours.

Marsden Reward System, Discipline System and Care Code of Behaviours

What's involved?

- Expectations for student behaviour are defined by a school based team with all staff input
- Effective behavioural support is implemented consistently by staff and school executive
- Appropriate student behaviour is taught
- Positive behaviours are publicly acknowledged
- Problem behaviours have clear consequences
- Student behaviour is monitored and staff receive regular feedback
- Effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level
- Effective behavioural support strategies are designed to meet the needs of all students

School-wide Positive Behaviour for Learners Goals

- Build systems that make it easier to teach
- Create environments that encourage (rather than discourage) pro-social behaviour
- Teach all students what is expected
- Provide a continuum of behaviour and learning support to students who need more support to be successful

CARE Code of Behaviours

At Marsden High School, all students have the right to feel happy and safe at school and enjoy learning. The school's core expectations for all students and staff are set out below, this is the foundation of a well-disciplined, effective and encouraging learning environment.

At Marsden we:

C	CO-OPERATE	<ul style="list-style-type: none">• Follow Instructions• Wear the school uniform correctly• Are in the right place on time• Act safely
A	ACHIEVE	<ul style="list-style-type: none">• Are engaged learners at school and at home• Are prepared for every lesson• Ask for help when we need it• Do our personal best
R	RESPECT	<ul style="list-style-type: none">• Show courtesy to everyone• Positively represent our school• Look after our school environment• Are responsible for our own actions
E	EVERYDAY	

RECOGNISING AND CELEBRATING ACHIEVEMENT: AWARD SYSTEM

Positive recognition encourages students to reach their full potential and Marsden High School acknowledges student effort and achievement in both informal and formal ways. Some of the formal ways in which student achievement is recognised include:

Positive behaviour, cooperation, success, progress, effort= 1 BRONZE AWARD

Student collects 10 Bronze Awards and gives these to Ms Knight in the Library

10 BRONZE AWARD = 1 SILVER AWARD

Silver Awards will be issued at Year Assemblies by the Year Advisor
A silver award can be issued for exemplary conduct/school service/academic success

3 SILVER AWARDS = 1 GOLD AWARD

1 Gold award will receive a \$5 canteen voucher
Canteen vouchers may only be used in the same calendar year
Gold Awards will be issued at Year Assemblies by the Year Advisor
Students receiving Gold Awards will be recognised in the School's Newsletter

**PRINCIPAL'S MORNING TEA
& MARSDEN HIGH SCHOOL MEDALLION**

Top ranked students at the end of each Semester will be invited to attend a celebratory morning tea with the School Principal
The top 5 students in each year group, at the end of the year will receive a Marsden High School Medallion

Year Meetings

Student achievements and experiences are reported fortnightly at year assemblies. In addition, speakers of interest to students, who have achieved in various fields, are invited to present their experiences and to motivate students at these assemblies.

PB4L Excellence Assemblies

Students who have demonstrated the Marsden C.A.R.E Code of Behaviours, and those who have demonstrated significant improvement, are recognised at an assembly in Terms 2 and 4

Newsletter & Media Coverage

The newsletter is published monthly and it informs the Marsden community of the activities of the school as well as the success of individual students. It is also used to inform parents of upcoming events. The local media is kept informed of student achievements and initiatives by students and teachers at the school.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Students who interrupt the learning of others, interrupt the teacher endeavouring to teach and not supporting the care code of behaviours will have consequences for their actions.

Discipline problems are far less likely to occur if a student feels that his or her needs are recognised and catered for. The broad curriculum, the support for the special needs of individuals, the extra curricular and leadership opportunities are coupled with the ongoing professional development of staff to support quality teaching and learning.

Students at Marsden High School know that infringements of school rules and the code of conduct will result in varying consequences. These consequences occur within a framework that initially involves the classroom teacher but with repeated infringements involves other people in the school. At various stages of this process, or in response to the severity of the student's inappropriate behaviour, a "Formal Caution" of suspension or a suspension may be issued.

MARSDEN HIGH SCHOOL

PB4L CARE Matrix for Dealing with Behavioural Issues

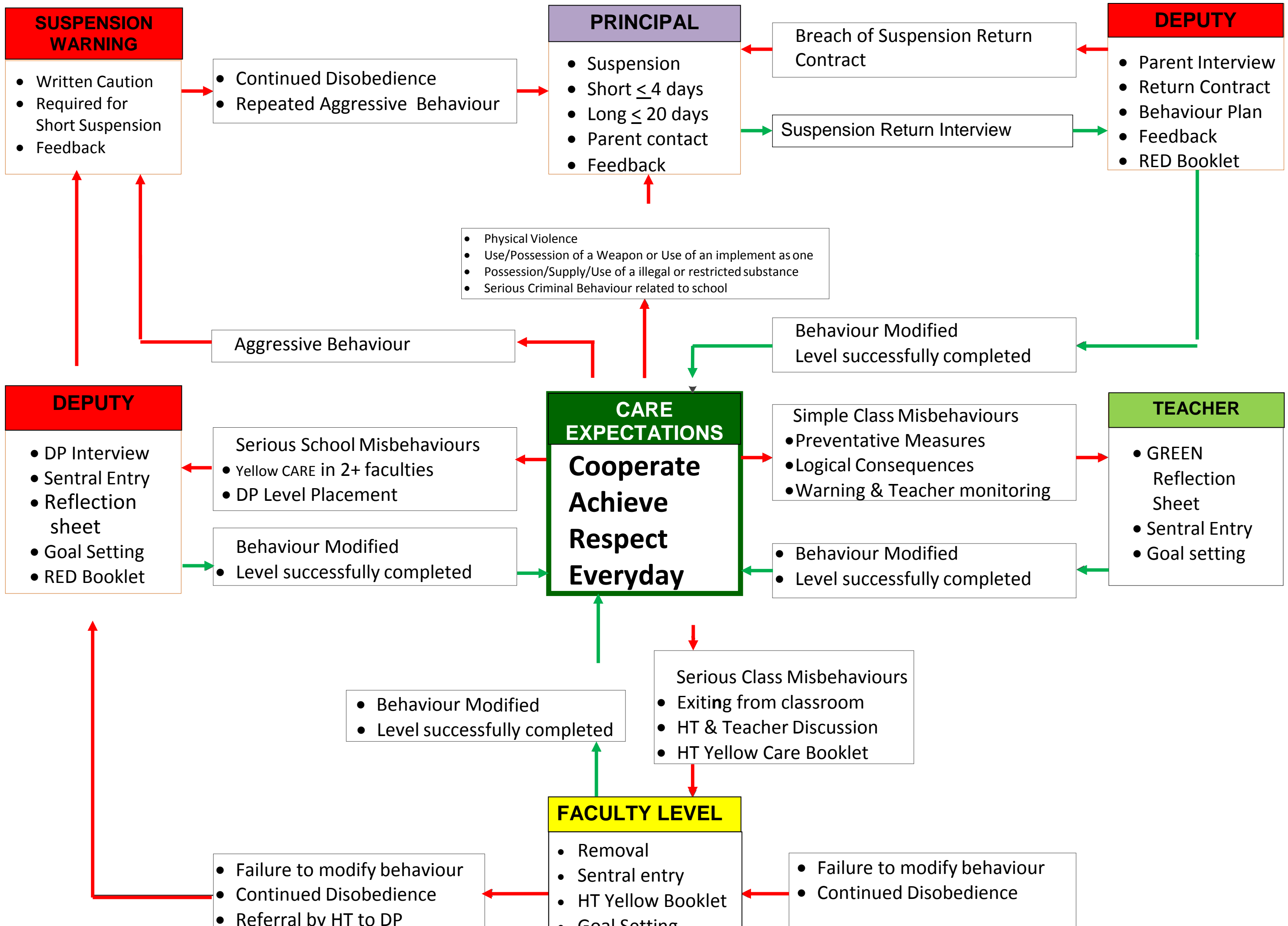
Responsibility	CLASSROOM TEACHER		HEAD TEACHER	DEPUTY PRINCIPAL	PRINCIPAL
TYPES OF BEHAVIOUR	Low level misbehaviour such as talking, inattentiveness, not working, out of seat, calling out, use of iPod/phone, persistently late to class, eating in class, argumentative, misuse of school property, being off task, disrupting the learning of others.		Persistent misbehaviour that does not respond to teacher strategies plus more serious breaches such as low level swearing, verbal harassment of others	Misbehaviour that persists despite HT strategies/behaviour that are unsatisfactory across subjects – smoking, low key verbal or physical abuse of others, destruction of property, unsafe behaviour, truancy	Misbehaviour that persists despite DP Strategies or behaviours such as physical abuse of others, swearing at a teacher, possession of weapons or illegal substances
	Preventative Measures	Classroom Teacher Actions			
TEACHER RESPONSE	<ul style="list-style-type: none"> ▪ Non-verbal cues such as eye contact, signals, standing near student ▪ Praise good work, appropriate behaviour ▪ Use the student's name ▪ Intentional pause until the interruption has ceased ▪ Reaffirm the expectations using the language of PB4L ▪ Describe what successful students look like at MHS ▪ Remind the student of PB4L expectations ▪ Move student within the room ▪ Interview with student to explain how his/her behaviour is affecting the work of others ▪ Verbal agreement with student ▪ Phone call to parent outlining difficulties ▪ Complete PB4L reflection sheet ▪ Check SENTRAL data ▪ Evaluate teaching and classroom management strategies ▪ Professional dialogue with other teachers, observe lessons ▪ Discuss ongoing problems and possible strategies with HT ▪ Discuss student with Year Adviser/Counsellor ▪ Referral to Learning Support Team 	<p>Requirements</p> <ul style="list-style-type: none"> ▪ PB4L behaviour targets ▪ Set-up an in-class GREEN REFLECTION SHEET ▪ Schedule meetings to review monitoring sheet ▪ SENTRAL entry include goals for improved behaviour ▪ Generate letter of concern for mailing home to parents ▪ Monitor student for 1 cycle of lessons <p>May also include:</p> <ul style="list-style-type: none"> ▪ Logical consequence for behaviour such as clean up, completion of work, making up time lost etc ▪ Phone call home ▪ Referral to LST <p>Unsatisfactory Progress</p> <ul style="list-style-type: none"> ▪ Extension of monitoring program, renegotiation of behavior improvement goals, if improving but still unsatisfactory <li style="text-align: center;">OR ▪ Referral to HT if behaviour remains unsatisfactory using referral to HT form on Sentral with evidence <p>Document ongoing issues and strategies being employed on SENTRAL</p>	<ul style="list-style-type: none"> ▪ Consult with Head Teacher regarding faculty monitoring booklet and possible strategies /goal setting to assist with modifying behaviour ▪ Assess work level and performance of student including teaching methods ▪ Participate in interview with HT and student to discuss issues and goal setting ▪ Monitor student's progress/behaviour on the YELLOW CARE Booklet. ▪ Green reflection sheet can be utilized also. <p>Document incidences of unsatisfactory behaviour/ progress on YELLOW CARE Booklet and on SENTRAL</p>	<ul style="list-style-type: none"> ▪ Persist with previous teaching and behaviour management strategies ▪ Monitor student's progress/behaviour on the RED CARE Booklet ▪ Develop a behaviour management and exiting plan (if required) with HT ▪ Maintain communication with Head Teacher <p>Document incidences of unsatisfactory behaviour/ progress on RED CARE booklet and on SENTRAL</p>	<ul style="list-style-type: none"> ▪ Persist with previous teaching and behaviour management strategies ▪ Monitor student's progress/behaviour through the PIP process ▪ Develop a behaviour management and exiting plan (if required) with HT ▪ Maintain communication with Head Teacher <p>Document incidences of unsatisfactory behaviour/ progress on SENTRAL</p>

Responsibility	CLASSROOM TEACHER	HEAD TEACHER	DEPUTY PRINCIPAL	PRINCIPAL
HEAD TEACHER RESPONSES	<ul style="list-style-type: none"> ▪ Support teacher ▪ Suggest strategies ▪ Observation of lessons ▪ Observation of students in the lessons ▪ Offer TPL opportunities for staff 	<ul style="list-style-type: none"> ▪ Discuss student's unsatisfactory behaviour with the classroom teacher using referral as basis ▪ Discuss appropriateness of lesson content/methods with classroom teacher ▪ Consult SENTRAL to ascertain the extent of student's misbehaviour in other areas of the school ▪ Consult LST for background ▪ Assist Classroom Teacher with the development and implementation of behaviour modification strategies ▪ Ongoing support of classroom teacher and discussion of student progress <p>Requirements</p> <ul style="list-style-type: none"> ▪ PB4L goal setting with student and Classroom Teacher ▪ Set-up an in-class YELLOW monitoring booklet ▪ Schedule meetings to review progress ▪ SENTRAL entry including goals for improved behaviour ▪ Generate letter for mailing home to parents ▪ Monitor student for 1 cycle of lessons <p>May also include:</p> <ul style="list-style-type: none"> ▪ Logical consequence for behaviour such as clean up, completion of work, making up time lost etc ▪ Phone call home ▪ Referral to LST <p>Unsatisfactory Progress</p> <ul style="list-style-type: none"> ▪ Extension of the monitoring program if behaviour is improving but still unsatisfactory ▪ Referral to DP if behaviour remains unsatisfactory using referral to DP form with evidence to show behavior and support already provided <p>Document ongoing issues and strategies being employed on SENTRAL</p>	<ul style="list-style-type: none"> ▪ Maintain professional support for classroom teacher ▪ Discuss student referral with the DP providing details of misbehaviour, unsatisfactory progress and strategies currently in place ▪ Monitor student progress on RED BOOKLET program <p>Document incidences of unsatisfactory behaviour/ progress in RED CARE booklet and on SENTRAL</p>	<ul style="list-style-type: none"> ▪ Maintain professional support for classroom teacher ▪ Maintain communication with DP ▪ Monitor student using PIP <p>Document incidences of unsatisfactory behaviour/ progress on SENTRAL</p>

Responsibility	CLASSROOM TEACHER	HEAD TEACHER	DEPUTY PRINCIPAL	PRINCIPAL
DEPUTY PRINCIPAL	<ul style="list-style-type: none"> ▪ Offer TPL opportunities for staff ▪ Suggest strategies 	<ul style="list-style-type: none"> ▪ Support HT and consequently teacher ▪ Suggest strategies ▪ Place students on YELLOW monitoring booklet when appropriate and nominate a HT to implement the procedures 	<ul style="list-style-type: none"> ▪ Discuss student's unsatisfactory behaviour with the HT using referral as basis ▪ Consult SENTRAL to review student behaviour across all KLA's ▪ Consult LST for background ▪ Place student on RED DP monitoring program if appropriate 	<ul style="list-style-type: none"> ▪ SENTRAL will record students on Red CARE booklets ▪ Monitor student for 2 cycle of lessons ▪ Provide feedback to parents on student progress and/or concerns <p>Document ongoing issues and remediation strategies being employed on SENTRAL</p>
	<p>Students on DP (Red CARE) program have a range of privileges removed for 1 week of their monitoring program, i.e. Students on DP Red CARE booklet will not be allowed to participate in non-compulsory extra-curricular excursions. It is the responsibility of staff organising these events to ensure that students on these programs do not attend.</p>		<p>Requirements</p> <ul style="list-style-type: none"> ▪ PB4L goal setting with student (and HT if matter is based on referral) ▪ SENTRAL will record students on Red CARE booklets ▪ SENTRAL entry including behaviour targets ▪ Generate warning of suspension letter that for mailing home to parents ▪ Involve Year Adviser, Counsellor and Head Teacher in interviews and/or remedial programs where appropriate ▪ Establish a support person for student where appropriate ▪ Phone contact with parents ▪ Monitor student for 1 cycle of lessons ▪ Provide feedback to HT, classroom teacher, Year Adviser & counsellor <p>May also include:</p> <ul style="list-style-type: none"> ▪ Logical consequence for behaviour such as clean up, completion of work, making up time lost, etc ▪ Referral to LST <p>Unsatisfactory Progress</p> <ul style="list-style-type: none"> ▪ Extension of RED monitoring program if behaviour is improving but still unsatisfactory <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▪ Referral to P for suspension if behaviour remains unsatisfactory with documentation thus far attached <p>Document ongoing issues and remediation strategies being employed on SENTRAL</p>	

Responsibility	CLASSROOM	HEAD TEACHER	DEPUTY PRINCIPAL	PRINCIPAL
PRINCIPAL		<ul style="list-style-type: none"> ▪ Place students on HT YELLOW monitoring booklet when appropriate and nominate a HT to implement the procedures 	<ul style="list-style-type: none"> ▪ Place students on DP RED Monitoring booklet when appropriate for DP to implement the procedures 	<ul style="list-style-type: none"> ▪ Discuss student's unsatisfactory behaviour with the DP using current documentation and investigations as basis ▪ Determine if student is to be suspended and the length of suspension ▪ Incidents involving the possession of illegal substances and weapons and acts of verifiable threats or violence are considered to be serious safety issues and students will be suspended immediately. Furthermore students in the possession of paraphernalia for use with illegal substances will be suspended. ▪ Any student wearing, or in the company of other students wearing the school uniform, or any part thereof, who involves themselves in serious criminal behaviour will be considered for immediate suspension. <p>Requirements</p> <ul style="list-style-type: none"> ▪ Document on SENTRAL ▪ Notify parent(s) by telephone and by letter ▪ If the student is an international student then contact DOE International to inform and seek approval ▪ Arrange post-suspension interview with parents ▪ Develop behaviour improvement targets within return interview ▪ Prepare post-suspension return contract ▪ Establish a staff support person ▪ Involve Year Adviser, Counsellor and DP in interviews and remedial programs where appropriate ▪ SENTRAL to record any incidences ▪ Arrange for DP to monitor student for 2 cycle of lessons ▪ Provide feedback to HT, classroom teacher, Year Adviser & counsellor <p>Document ongoing issues and remediation strategies being employed on SENTRAL</p>

Responsibility	CLASSROOM TEACHER	HEAD TEACHER	DEPUTY PRINCIPAL	PRINCIPAL
YEAR ADVISER	<ul style="list-style-type: none"> ▪ Counsel student ▪ Provide background briefing about student for classroom teacher ▪ Organise progress report if required 	<ul style="list-style-type: none"> ▪ Counsel student ▪ Provide relevant information about student for classroom teacher ▪ Discuss behaviour management strategies being employed by other staff ▪ Possibly initiate a progress report across the curriculum ▪ Possibly attend parent interview with HT/classroom teacher 	<ul style="list-style-type: none"> ▪ Counsel student ▪ Attend parent interview where appropriate ▪ Liaise with YA to organise progress report if required 	<ul style="list-style-type: none"> ▪ Counsel student ▪ Attend parent interview where appropriate ▪ Organise progress report if required
COUNSELLOR	<ul style="list-style-type: none"> ▪ Discuss student background and appropriate behaviour management strategies with classroom teacher ▪ Interview student if appropriate ▪ If appropriate make all teaching staff aware of circumstances currently affecting the student and likely to impact on behaviour 	<ul style="list-style-type: none"> ▪ Discuss student background and appropriate behaviour management strategies with Head Teacher and classroom teacher ▪ If appropriate make all teaching staff aware of circumstances currently affecting the student and likely to impact on behaviour 	<ul style="list-style-type: none"> ▪ Counsel student, involve outside agencies if appropriate ▪ Attend parent interview where appropriate ▪ Organise special support program (e.g. anger management) ▪ Prepare Counsellor's report if appropriate 	<ul style="list-style-type: none"> ▪ Counsel student, involve outside agencies if appropriate ▪ Attend parent interview where appropriate ▪ Organise special support program (e.g. anger management) ▪ Prepare Counsellor's report if appropriate



- Referral by teacher to HT



Examples of Behaviour
Teacher Managed and Executive Managed



Observe Problem Behaviour
Is it teacher/head teacher or senior executive managed?

- Teacher Managed**
Low Level Behaviours
- Calling out
 - Out of seat
 - Inappropriate tone and attitude
 - Talking back
 - Incomplete work
 - Non-compliance
 - Disrupting others
 - Misuse of electronic equipment
 - Food/drink in the classroom
 - Lateness
 - Dishonesty
 - Inappropriate use of equipment
 - Swearing without malice
 - Teasing
 - Failure to follow playground rules

- Head Teacher Managed**
Medium Level Behaviours
- Continued disobedience after a warning in the classroom/playground
 - Continued insolence (talking back)
 - Fractional Truancy
 - Breach of the Electronic Device Policy
 - Continued dishonesty
 - Continued harassment
 - Unsafe behavior
 - Continued disobedience: swearing without malice

- Senior Executive Managed**
High Level Behaviours
- Weapons
 - Fighting/aggressive physical contact
 - Bullying
 - Threats
 - Smoking
 - Alcohol or drugs
 - Vandalism
 - Racism
 - Harassment
 - Cyber bullying
 - Stealing
 - Pornography
 - Verbal abuse
 - Leaving the school grounds
 - Discrimination
 - Unsafe behaviour with intent or potential to cause injury

Digital Citizenship

At Marsden High School we are focused on building students who uphold the CARE behaviours both offline and online.

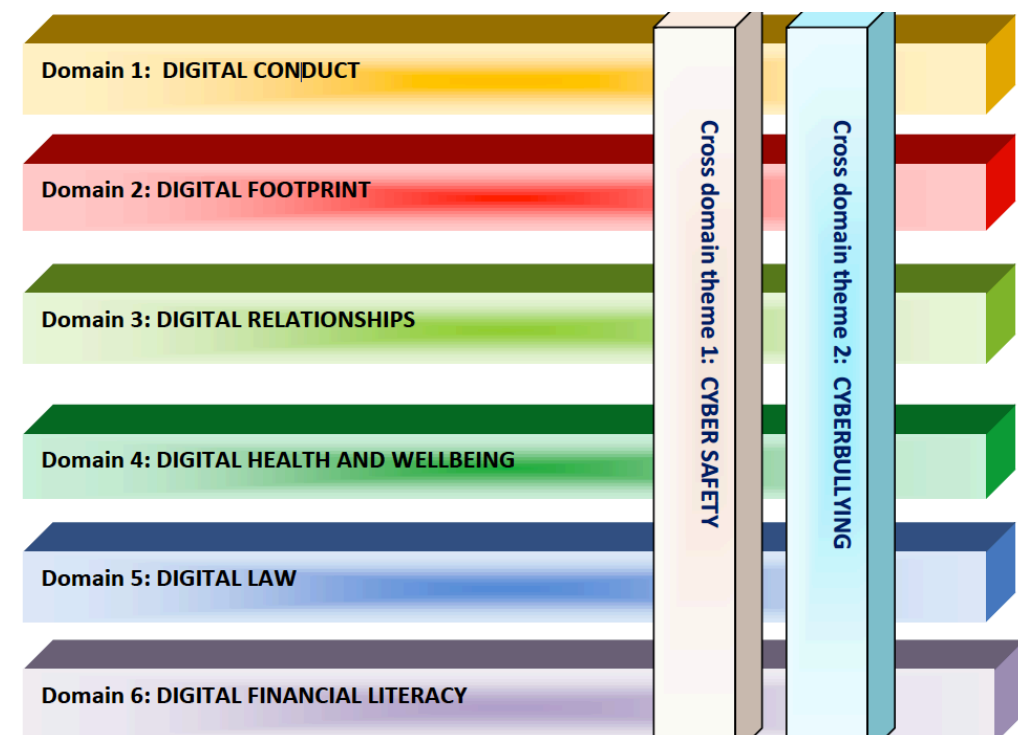
The overarching emphasis in the [Australian curriculum](#) in relation to technologies is the development of knowledge, understanding and skills to engage purposefully to help create socially responsible and sustainable patterns of living.

Nine themes of Digital Citizenship

<http://www.digitalcitizenship.nsw.edu.au/>

1. Commitment to equal digital access
2. Effective users and consumers in digital environments.
3. Appropriate forms of sharing and communicating information
4. High level information research skills for digital engagement.
5. Socially appropriate behaviour in digital environments.
6. Abide by all laws in digital environments
7. Understand and respect digital rights and responsibilities
8. Maintain digital health and wellness
9. Digital safety, security of information and resources.

Remember to model digital behaviours as part of your daily interactions with your students, making use of online tools to inspire curiosity and learning while also allowing students to engage in and ask questions about these online spaces. As part of our ongoing commitment to digital citizenship students will undertake lessons in the following Domains of digital education.



Roles and Responsibilities Student Wellbeing and Management System

<p>Principal:</p> <ul style="list-style-type: none"> - Provide leadership and direction. - Be a role model - Disseminate DoE policy information and training to all staff - Ensure all procedures are in line with DOE policies and procedures - Oversee all suspensions and complex wellbeing and management issues - Liaise with staff, student, Parents and relevant DOE personnel - Issue & monitor long suspensions and conduct resolutions - Oversee all suspensions and complex wellbeing and management issues 	<p>Teachers:</p> <ul style="list-style-type: none"> - Positive role model - Establish classrooms that have positive learning environments - Liaise with Head Teacher re student issues and use notification in Sentral - Use the language & structure of PB4L as a role model for staff & students - Make contact with caregivers, Parents where appropriate and necessary - Ensure positive student achievement is acknowledged and rewarded with bronze awards - Monitor and support classroom behaviour on monitoring sheet
<p>Deputy Principals:</p> <ul style="list-style-type: none"> - Provide leadership and direction. - Be a role model - Facilitate training and development opportunities for staff in PB4L - Overall responsibility for the implementation of school policy/procedures - Liaise closely with Head teachers, HT Welfare and Welfare Teams - Recommend short suspensions to Principal - Issue and monitor YELLOW Monitoring systems 	<p>Year Advisers:</p> <ul style="list-style-type: none"> - Be a positive role model for students and be a mentor to those in need - Student's first stop for support - Parent's contact for information and advice - Disseminate information for staff - Liaise with staff, executive and the Wellbeing Teams re student issues - Use the language & structure of PB4L as a model for staff & students - Assist caregivers, staff and students with wellbeing issues as they arise - Undertake this position in line with relevant role statements - Primary function to support a student's academic and social progress - Monitoring of reports/ progress reports, the organisation of follow-up letters and interviews for unsatisfactory students
<p>Head Teacher Wellbeing:</p> <ul style="list-style-type: none"> - PB4L implementation, training and review - Clear, consistent, timely information dissemination to staff about students - Work with complex wellbeing and management issues in a sensitive manner - Liaise with staff, students, caregivers and relevant DOE personnel - Make referrals for funding and DOE support and coordinate funding - Issue and monitor Yellow cards 	<p>Parents:</p> <ul style="list-style-type: none"> - Provide student with full uniform, sports uniform and correct equipment - Provide relevant documentation to the school, where necessary - Encourage child to be a "CARE" learner at all times - Contact school, where necessary, if any issues needs resolving - Read newsletter and school website to know about current activities - Provide feedback to recognise their child's achievement and engagement
<p>Head Teachers:</p> <ul style="list-style-type: none"> - Provide leadership and direction within faculty in Wellbeing & Management - Scan into Sentral all relevant statements & documentation - Liaise with senior executive and the Welfare Teams re student issues - Use the language & structure of PB4L as a role model for staff & students - Make contact with caregivers and conduct interviews, where necessary 	<p>Students:</p> <ul style="list-style-type: none"> - Be a "CARE" learner at all times - Use the SRC and Prefecture Leadership Team to bring up issues of concern - Participate in PB4L and welfare day activities with enthusiasm - Be familiar with the school expectations and follow them - Save Bronze and Silver Awards and submit for Gold Awards

Behaviour Management

Classroom Strategies

An integral part of the PB4L approach is that positive behaviours need to be taught and managed by classroom teachers. Students need to not only be aware of expectations but these expectations need to be explicitly taught and applied in a consistent manner across all classrooms. Staff response to inappropriate behaviour must apply consequence that is logical and responds at a level that considers the level of the student's behaviour. Lists of strategies are outlined below that move from least to most obtrusive and teachers should target their response and move from low to high. Teachers should try and incorporate the keywords of respectful, responsible and successful and refer to expectations as much as possible.

Tactical Ignoring

- 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

Non-Verbal Messages

- Eye contact
- Facial expression
- Proximity to disruption
- Hand signals

Directions and Desists

- Express the intended behaviour clearly and simply
- Avoid debate or discussion
- Use the student's name – pause for acknowledgement – make statement – use manners
- Always expect compliance
- Describe the situation followed by a direction
 - “Peter, the bench is still dirty. Please **cooperate** and clean it up”
 - Express a need followed by a direction
 - “Sally, I cannot speak to the class while you are talking. Please be **respectful** and quiet”

Rights Reminders or Restatement

- Exceptionally important in the early stages with a new class
- Refer the student back to the expectations
- Remind the student yourself of how they are not being **cooperative, achieving and respectful everyday(CARE)**
- Have the student explain how they could be **CARE**
- Have another student explain how the student could be **CARE**
- Use with a direction or desist
 - “Sally, you are not being **respectful** by speaking while I am speaking. Be quiet please”
 - “Sally, how are you not being **respectful** when you speak while I am speaking? – RESPONSE – Be quiet then thanks”
 - “Can someone put their hand up and tell Sally why talking when someone else speaks is **disrespectful** – RESPONSE – Sally, be respectful please”

Question and feedback

- Achieves feedback from the student
- Breaks the disruptive behaviour
- Focuses student on the inappropriate and appropriate behaviour
- Must be used at close range
 - “What are you doing?”
 - Students usually respond with “Nothing” if that is what they are doing agree with them or tell them what they are doing
 - “What should you be doing?”
 - Use a clear direction telling them what they should be doing
 - Leave expecting compliance and monitor with discrete eye-scanning

A Clear and Simple Choice

- Create the illusion of free choice using the language of **CARE**
- Allows students to choose alternative behaviour
- Places responsibility for behaviour and consequence directly on the student
- Be firm and assertive and immediately follow up on the consequence
 - “Peter, you can either be **responsible** and clean up the bench now or at lunch”
 - “Sally, you can either be **respectful** and stop speaking now or move to this seat on your own.”
- If the student wants to argue, repeat your choice exactly as before (Broken Record)
- If after 2 repeats, enforce the consequence.
- Once you have got to this level, you are giving the child a formal warning

Isolation within the room

- Movement to a seat within the main body of the room away from other students.
- Isolation requires follow up

Exiting the classroom

- If a student's behaviour is extreme (abuse; violence; dangerous) or continue to disturb the classroom after they have been isolated they must be immediately exited from the room
- Stop discussing the matter with the student.
- Send a reliable student with a note to the Head Teacher or the delegated HT or teacher to come and remove the student.

Follow Up

- A vital part of a management plan
- It must be done by the teacher as the problem is between the teacher and the student
- It is an opportunity to explain student behaviour
- It allows for the teacher and student to plan for behaviour in future lessons

- **Can I see you please**

- A brief follow up during class or after class
- Clearly express your need or describe the situation
- Reflect student back to how their behaviour violates **CARE**
- Clearly state what is required in terms of **CARE**
- Give them a clear and simple choice
- Ask them to repeat for understanding
- "You clearly understand – I need you to start doing it now"

- **Out of Class**

- Shows a high level of concern and commitment
- Do not talk for great length as they are on someone else's time
- Usually after a previous no show
- "What did I ask you to do?"
- "Why did you not do it?"
- Clearly state what is required in terms of **CARE**
- Give them a clear and simple choice framed in the language of **CARE**
- Ask them to repeat for understanding
- "You clearly understand – I need you to ..."

Lunch Detention

- Teachers placing students on Detention need to adhere to the Marsden HS Detention Policy
- While on Detention, approaches may include the following
 - A logical consequence
 - Completion of a PB4L Reflection Form
 - Discussion of responses on Reflection form in terms of **CARE**
 - Enter on SENTRAL
 - Mirroring and/or Goal Disclosure
 - Commitment for improvement

Support Structures

An integral part of the PB4L approach is that systems of support are necessary for both students and adults. Effective behavioral support strategies need to be implemented at the school-wide, specific setting, classroom, and individual student level. Effective behavioral support structures need to be employed to meet the needs of all students. This will provide a continuum of behaviour and learning support to students who need more support to be successful.

Learning Support Team

Students with complex additional needs in learning are supported by a team staff that have specialist training to work with these students. The students may have autism, behaviour problems, problems accessing the curriculum, language and communication problems along with those who have motor coordination difficulties. At Marsden High School, the Learning Support Team meets to discuss programs and support available for students. Depending on agenda items, the Principal or Deputy Principal, a Year Adviser, Itinerant Support Teacher Behaviour (ISTB) may attend. Teachers may make a referral of a student they feel is experiencing learning difficulties via Sentral.

Wellbeing team

At Marsden High School a well being team has been established to coordinate the application of welfare policies and procedures. Meetings are chaired each fortnight by the Wellbeing Coordinator with Year Adviser's, ARCO, Girls Supervisor, School Counsellor, HSLO to discuss the welfare needs of individual students. The Principal or Deputy Principal may also attend these meetings. Students requiring support are highlighted by an evaluation of teacher entries on SENTRAL which is a data base on the school network. Referrals to the welfare team can also be made using Sentral.

Peer support

The Peer Support program focuses on developing communication skills, self-confidence and self-esteem. It can benefit most primary and secondary students. Better communication between all sectors of the school community - students, their peers, younger students, older students, teachers and parents/caregivers is an important goal. The program usually includes a 'buddy program' where older students team up with younger students to offer them support. Improved self-awareness and self-esteem can help students resist peer group pressure that may be harmful to them.

All schools seek to empower students by teaching them the skills they need to resolve conflicts. This improves relationships and allows for the possibility that conflict can be productive and positive. The self-empowering aspect of mediation - students participating in decision-making about issues central to their lives - makes it an important tool for fostering self-regulation, self-esteem and self-discipline. It also contributes to the development of students who are self-governing and self-regulating members of the school and broader community.

External Support Structures

Local Welfare Agencies

This short list of some welfare agencies may be of assistance to students and their families who have specific welfare needs. Further advice and a more complete directory of local welfare groups

support groups, church groups, youth organizations and private counselling services may be obtained by telephoning the School Counsellor. Appointments with the School Counsellor may be obtained by calling the school on 98746544

Agencies	Web
DOCS:132 111	http://www.community.nsw.gov.au/
Lifeline: 131 114	https://www.lifeline.org.au/
Kids Helpline: 1800 551 800	https://kidshelpline.com.au/
Family Planning NSW 1300 658 886	https://www.fpnsw.org.au/
Youth Beyond Blue 1300 224 636	https://www.youthbeyondblue.com
Head space	https://www.headspace.org.au/
Stymie	https://stymie.com.au/

Raise Mentors

Professionals facilitate mentor sessions with students experiencing difficulties. The program runs for eight to ten weeks and students are withdrawn from class. They meet in the common room and work through a program of activities that encourage motivation, increased self-esteem and positive peer relationships. Referrals can be made via the school welfare team, LST and the school counsellor.

Youth Workers

Targeted students may benefit from regular contact with an outreach worker who focuses again on building self-esteem and working towards a smooth transition from school to work. Referrals can be made via the school counsellor.

Pastoral Care

Year Adviser's perform a fundamental role for all students under their care. Individual students can either be mentored by an individual Year Adviser or a specific classroom teacher. Regular meetings are scheduled with the student so that a program of support can be implemented.

